

**Knowing Why and Daring to be
Different:
Becoming and Being
Teachers-as-Learners**

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Declaration

I declare that this thesis has been composed by myself, that the work is my own, and that the work has not been submitted for any other degree or professional qualification.

Signature:

Date:

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Abstract

In Scotland, the interest and investment in the professional development of teachers is currently focused on the ongoing development and implementation of its new curriculum: Curriculum for Excellence. To cope with ever-evolving curricular and pedagogical demands and to be able to effectively identify and meet the needs of the students they teach, teachers need to become, and be, teachers-as-learners. Accordingly, teachers and those with responsibility for defining and supporting teachers' development are likely to have a vested interest in identifying and understanding what might best facilitate teachers' learning.

Engaging with this agenda, the purpose of this study is to promote and inform dialogue within and between all those in the educational community who have responsibility for teachers' continuing professional development (CPD), so that some of the complexity involved in becoming and being teachers-as-learners might be recognised and better understood.

With the aim to explore what we can learn from teachers' own accounts of becoming and being teachers-as-learners in Scotland today, this co-operative enquiry was conducted with nine Chartered Teachers (CT), six of whom were fully qualified CTs and three of whom were still en route to achieving full CT status. To meet the Scottish Standard for Chartered Teacher, teachers need to demonstrate that they are teachers-as-learners. Enquiring with these teachers was, therefore, seen as particularly apposite to this study's chief aim.

Attending to the personal, professional and political influences they perceived as significant, these teachers shared their views, when they looked inwards to their own feelings, reactions and dispositions; outwards, to the professional and political environments with which they interact and backwards and forwards, over time. This is the first study to carry out an inquiry with Chartered Teachers in a way that allowed them to explore this complexity, because it sought to explore all four dimensions, *i.e.* inward, outwards, backwards and forwards (Clandinin and Connelly, 2000:50) of their storied accounts.

Storied accounts of the teachers' learning journeys were co-created during a loosely structured, dyadic, in-depth interview. Integral to this process, was discussion about the artefact(s) that eight, of the nine, participants had created for this study, to represent, reflect upon and record aspects of their journeying. Thematic narrative analysis has illuminated the complexity and particularity of each teacher's learning journey as well as some important commonalities across them. This thesis further explores the teachers' accounts of their experiences, in depth, and the key issues these accounts raise.

Through examination of individual accounts, we learn, for example, that the teacher's own disposition to professional learning really matters but, importantly, that it does not necessarily define the outcome. Sometimes supported and sometimes inhibited by the professional and political contexts in which they work, these teachers, motivated by a powerful sense of moral purpose, report that they have made significant and apparently, sustainable changes to their thinking and practice.

Postgraduate CT study proved crucial to their journeying because, for the first time since qualifying, they had been encouraged and supported to make sense of *why* and to what extent, their day-to-day practices would, or would not, meet the needs of their students. It is this understanding *why* that appears to have made the greatest difference to their practice and to the reconstruction of their professional identities. It emerged as one of the most significant influences to their becoming and being teachers-as-learners. To do so, however, the teachers felt they have had to 'dare to be different'. Their ability, willingness and commitment to talk about, promote and evaluate learning, in critically informed ways has meant they have often felt isolated. Despite this, the perceived benefits of being a teacher-as-learner were seen to more than compensate for what might be viewed as negative experiences.

The findings suggest significant implications for the provision of, and teachers' participation in, CPD in Scotland. They indicate the need to establish a much clearer and more critically informed focus on developing teachers' knowledge and

understanding of *why* they do what they do to promote learning and to develop their professional enquiry skills and understandings. If this is to happen, it will necessitate systemic change and support, involving, individual teachers, teachers as collectives within school cultures, CPD facilitators/providers and policy makers at all levels.

Chapter 1 - The Study: Context and Purpose

Introduction

Set in Scotland, in the early days of the implementation of two major national education policy initiatives: A Teaching Profession for the 21st Century (SEED 2001) and Curriculum for Excellence (SEED, 2004; SE, 2006; SG, 2008a), this study was developed in co-operation with nine Scottish teachers. During the period of data creation, in 2008, six of the participating teachers had already achieved full Chartered Teacher status and the other three were still studying to do so.

The focus of the research arose from concerns, expressed by these teachers, about the quality of CPD being provided for Scottish teachers and in particular, the provision for development and implementation of the new Scottish curriculum, 'Curriculum for Excellence'. The teachers in this study believed that they were well prepared for the pedagogical change this new curriculum would demand and that they possessed the necessary understanding, skills and disposition to negotiate the challenge. Why was it that these teachers felt confident about their roles in the development and implementation of the new curriculum? What was it about their own learning journeys that had enabled them to reach this position of confidence? These were the questions that led to the formulation of the main research question:

What can we learn from Chartered Teachers' storied accounts of their learning journeys about becoming and being a teacher-as-learner in Scotland today?

As the research unfolded, I found it helpful to pursue three further sub-questions:

- In what ways, if any, does the CPD they have each experienced appear to have played a part in their learning and journeying?
- In what ways do the individuals themselves, appear to have shaped and responded to their journeying?

- In what ways, and to what degree, does the context appear to have featured in their learning and journeying?

With a view to informing policy and practice, I believed that, through exploring teacher participants' storied accounts of their learning journeys, we might gain some useful insight into their perceptions about the people and experiences that have helped and hindered along the way.

Structure of the thesis

In the remainder of this chapter I set the context to the study and, in doing so, establish the need for all Scottish teachers to become and be teacher-as-learners. Having defined the terms that are used throughout this study, I consider the concepts of professionalism that are currently privileged in policy and practice.

Chapter two is a review of the literature, which has informed my thinking and analysis. In particular, drawing on the small body of published research to date, I review what is already known about Chartered Teachers becoming and being teachers-as-learners. Broadening the scope of the review, I then consider some of the many factors that have been identified as key influences on teachers' professional learning by drawing on a wider international literature.

In chapter three, I discuss methodological considerations and explain how the co-operative venture proceeded from conception of the study to analysis and presentation of the teachers' accounts.

Chapter four five and six form the main body of this work, in that it is there that I analyse the data and look at the ways in which participants have storied their journeying. From their individual accounts, I identify the personal, professional and political influences that have played a part in their learning and practice and discuss some of the issues arising.

Finally, in chapter seven, I reflect on the research process and what I have learned from the experience. With a particular focus on CPD and looking to the past, present and with some optimism for the future, I then discuss what can be learned from all of the Chartered Teachers' storied accounts of their learning journeys about becoming and being a teacher-as-learner in Scotland today.

Background context

There is international recognition that the global economy is rapidly changing and that education has to adapt accordingly (Burbules and Torres, 2000; Hargreaves and Fullan, 2009; Hayes *et al* 2006; Lingard, 2009; Smyth, 2007). Andy Hargreaves explains:

We live in a knowledge economy, a knowledge society. Knowledge economies are stimulated and driven by creativity and ingenuity. Knowledge society schools have to create these qualities, otherwise their people and their nations will be left behind... The knowledge economy primarily serves the public good. The knowledge society encompasses the public good. Our schools have to prepare young people for both of them. (2003:xvi)

Teachers' learning and development is seen as a crucial factor in any educational change, and particularly when this change involves significant reconstruction of the status quo. It is such change that is currently afoot, not only in Scotland, but also internationally, including across the 25 member nations of the OECD. To be able to develop the kind of education needed to meet the demands of the knowledge society, the OECD advise that one of the main challenges for policy makers is how to sustain teacher quality and ensure that all teachers engage in effective ongoing professional learning (OECD, 2005:11). Teacher professionalism and teacher professional learning is now a global concern (*e.g.* Borko *et. al.*, 2002; Cardno and Middlewood, 2001; Carlgren, 1999; Dineke *et al.* 2008; Mushayikwa and Lubben 2009; Pui-Wah, 2008; Schnellert *et. al.*, 2008; Sugrue and Thuama, 1997; Sugrue, 2002, 2004). In an attempt to cope with a rapidly expanding knowledge economy with its constantly changing and evolving demands, there is currently an unprecedented focus on teacher learning and continuous professional development (CPD). This study concentrates on the contemporary Scottish context.

Terminology

Continuing professional development (CPD) is a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work (Day and Sachs, 2004:3). If CPD is to support teachers to become teachers-as-learners, it should also aim to empower individual educators and communities of educators to make complex decisions; identify and solve problems; and connect theory, practice and student outcomes. It is, therefore, about professional learning which encompasses critical reflection on, and informed further development of, teachers' professional values, attitudes, commitment, knowledge, skills, understandings and, ultimately and synoptically, teachers' professional actions (SEED, 2002).

In this study I use the term CPD for two reasons. Firstly, it is employed in all of the relevant Scottish educational policy and report documentation. It is therefore the term that will be most recognisable and most commonly used by the intended audience of this research. Secondly, there is the continuity aspect. Teachers are continuously exposed to potential learning situations within day-to-day practice (Grimmett and MacKinnon, 1992). This is apart from the now mandatory 35 hours of planned and documented learning experience teachers must undertake (SEED, 2001), in which both formal and informal learning opportunities will be available (Fraser *et al.*, 2007). Of course, learning cannot be guaranteed in any situation. Whether, what and how teachers do learn from any interactions is very much dependent on the teachers themselves and the context in which they work. I do not wish to dwell on different debates (*e.g.* Evans, 2002; Kwakman, 2003) as to whether professional *learning* is the same or different to professional *development*, since I see them as inextricably linked to each other and therefore when I use the term CPD, I assume that the potential for teacher learning, in some form, is either intended or recognised.

Scottish teachers: teachers-as-learners

The recognition that teachers are central to educational change and achievement, along with the explicit quest to strengthen teachers' skills and professionalism, led in

Scotland, to an independent review of the profession in Scotland. This review, informed by The McCrone Report (SEED, 2000), resulted in The McCrone Agreement of 2001, 'A Teaching Profession for the 21st Century' (TP21) (SEED, 2001)¹. This policy, aims to modernise the teaching profession in Scotland and CPD is seen as the conduit for this modernising process. It has led to significant change in the way CPD and teacher professional learning is viewed and valued (Forde *et al.* 2006).

Political belief in the central role of teachers and their ongoing professional development is reiterated in 2003:

The quality of the education service depends, above all, on the quality of our teachers. If higher standards are to be reached, and all pupils are to be effectively supported in achieving their potential, it is essential that teachers are well prepared for their work and that they have the opportunities to refresh and enhance their skills throughout their careers. (Scottish Executive, 2003b: 7)

Improved opportunities for career-long development are part of a package of measures designed to enhance the profession (Kennedy, 2008:943). The Standard for Headship and The Standard for Initial Teacher Education were established in 1998 and 2000, respectively. The McCrone Report recognised the need for the development of a coherent, progressive structure in which continuing teacher development could be considered and two further Scottish standards for the teaching profession were introduced in 2002 and have since been revised. There are now four standards, which are:

- Standard for Initial Teacher Education (SITE) (GTCS, 2006);
- Standard for Full Registration (SFR) (GTCS, 2006);
- Standard for Chartered Teacher (SCT) (SG, 2009a);
- Standard for Headship (SfH) (SE, 2005).

¹ For a full account of the political and historical context of this development see, for example, Boyd, 2005 Chapter 2 pp18 -31; Kennedy, 2008 chapter 93 pp 836-844.

The Standard for Chartered Teacher (SEED, 2002; SG, 2009a) outlines the professional values, commitments, knowledge, understanding, attributes and actions that are believed to characterise highly accomplished teachers who consistently operate at an enhanced level of practice in the classroom, but who also influence and inform practice within the school and beyond (SEED, 2002). Highly accomplished teachers can make a real difference to the quality of children's education and are needed where they have the most direct impact on learners and learning. To entice teachers to become and continue to be such highly accomplished teachers who might remain, primarily, in the classroom, whilst rewarding their ongoing commitment and scholarship (Hoban, 2002)², a new grade of teacher, the Chartered Teacher, was created in consultation with the profession, then officially endorsed and introduced in the national policy 'A Teaching Profession for the 21st Century' (TP21) (SEED, 2001) (Christie, 2006; Kirk *et al.*, 2003).

Chartered Teachers are paid as promoted members of staff but to maximize their impact in classrooms, they do not have designated management or administrative duties. To achieve Chartered Teacher status, experienced teachers who have reached the top of the teachers' salary scale are expected to study at Masters level, demonstrating and providing evidence to show that they meet the full SCT. The SCT comprises part of the national framework for teachers CPD and denotes the level of professional accomplishment experienced teachers might seek to achieve (SEED, 2002:1). Thus, as with the other three professional standards, it serves two purposes, a framework for professional development and a means of assessing professional development and quality of practice.

Whatever professional standard a teacher is working at, or towards, it is the quality of his /her practice that really matters, because it is one of the most influential factors

² Hoban (2002) argues for the use of the term 'scholarship' rather than 'excellence' or 'expertise' in highly accomplished teaching, since scholarship suggests an ongoing inquiry into the dilemmas of teaching opposed to the degree of mastery implied by the other terms. Scholarship is therefore a more appropriate term to describe Chartered Teachers who are teachers-as-learners.

in how children learn (Hoban, 2002; Harris and Muijs, 2005; Ingvarson, 2001; Lee and Wiliam, 2005; Rudduck & Flutter, 2004). The quality of teaching is determined by: teachers' professional commitment; their attitudes to learners and learning; their beliefs, knowledge and understanding about what constitutes and contributes to effective learning; and ultimately, their pedagogical knowledge understanding and skills to promote it (Darling-Hammond and Bransford, 2005; Elmore and Burnley, 1999; Galton, 2007; Hargreaves, 1999, 2009; Smyth and Shacklock, 1998; Sykes, 1999; Watkins *et.al.* 2007). In the relatively near future the young people (with and for whom teachers work) are likely to carry considerable responsibility for the way in which the society, in which we all live, develops and functions morally, ethically, socially and, of course, as an economy. In line with international trends, (Morrow and Torres, 2000; Sugrue, 2004), the perception that Scottish education is an engine for economic growth and international competitiveness is stated plainly by HMIE

‘It is clear that the future will require a population with the confidence and skills to meet challenges posed by fast and far-reaching change.’

And that

Scotland's future economic prosperity requires an education system within which the population as a whole will develop the kind of knowledge, skills and attributes which will equip them personally, social and economically to thrive in the 21st century. It also demands standards of attainment and achievement, which match these needs, and strengthens Scotland's position internationally (HMIE, 2009a: 7).

This is not empty rhetoric used to embellish an appealing political vision, since it has been publicly recognised that curriculum and assessment and pedagogies will have to significantly change. Scotland is currently in the throes of developing such major changes, with the ongoing development of a new curriculum '*Curriculum for Excellence*' and in tandem, the revision of the national assessment system. Although there is a pronounced focus on the economic rationale for a reconstruction of the education system, values are seen as fundamental to curricular development and practice. Also appearing on the Scottish parliamentary Mace, these values of

wisdom, justice, compassion and integrity convey the aspirations envisaged for Scottish society. To work towards a vision for the future in which all Scottish people are informed, responsible citizens who are able to participate effectively and to contribute positively to society at local, and perhaps ultimately, at national and global levels, the Curriculum for Excellence makes explicit the intended purposes, and thereby the overall aim of Scottish education. This aim is to develop children and young people as successful learners, confident individuals, responsible citizens and effective contributors (SEED, 2004). The core goals of Curriculum for Excellence are designed to develop creativity and ingenuity; deep, sustainable learning; metacognitive awareness; personal, emotional and social confidence and informed, responsible attitudes and actions. Both policy and practice cultures are aware that this will mean incisive, critical examination of, and probable changes to, pedagogical practice (Boyd, 2005; Claxton, 2007; Forde *et al.*, 2006; Hyslop, 2009; SE, 2003b; SG, 2008a; Watkins *et al.*, 2007). To achieve this, teachers will have to externalise, critically examine and very possibly, reconsider their beliefs about what, and crucially, *why* (Biesta, 2009) and how their pupils learn. Pedagogical practice may then need to come under similar scrutiny and adaptations be made accordingly (Black *et al.*, 2003; Colcott *et al.*, 2009). This means that teachers will need to be or become perpetual learners themselves, not only to cope with the demand for designing and implementing an ever-evolving curriculum, but also to be constantly learning with and from the pupils with whom they work. Processes like these are likely to prove highly challenging since they may well necessitate reconfiguration of teachers' professional identities (Reeves, 2009; Solomon and Tresman, 1999).

Forde *et al.* (2006:27) recognise that professional development, reflection and enquiry depend on teacher identity. They also point out that although it is a highly personalised construct, which rests in part on teachers' feelings and attitudes about the jobs they do, the construction of identity is also partly a politicised process. The concentrated focus upon, and investment in, teacher CPD indicates the current, determined, political will to encourage teachers to co-opt the concept of teacher-as-learner into their professional role and identities. Educationalists too, stress that teachers becoming and being teachers-as-learners may well be vital to the success of

the educational change required to meet the needs of learners in the 21st century (Briscoe, 1996; Dottin, 2009; Forde *et al.*, 2006; Hargreaves, (A) 1999, 2003, 2009; Hargreaves, (D) 2004; Lingard, 2009; Reeves, 2007; Sachs, 2003a, 2003b).

It is important to add that by the term teacher-as-learner I do not adopt a deficit view in which teachers are seen to be in need of remediation, as might be the case in a vertical transfer model of CPD. In such a model of teacher learning, the teacher is, at least initially, positioned as a less knowledgeable or less experienced pedagogue, as an apprentice to the expert (Glazer and Hannafin, 2006; Johnston and Johnston, 1998). In a different form of vertical transfer, teachers-as-learners are each expected to adopt the role of school pupil so that they engage with and learn more about particular subject content from the CPD facilitator who, with greater subject expertise, takes the role of the teacher (Bell and Gilbert, 1994; Loucks-Horsley, 1998). In this way the facilitator ensures content knowledge and pedagogical content knowledge is handed down (Shulman and Shulman, 2004). Whilst these approaches may be very useful for certain aspects of professional development, they will be insufficient for the task ahead, as Bell and Gilbert (*op.cit.*) and Loucks-Horsley *et al.* (*op.cit.*) themselves insist. The task instead demands that teachers become, and continue to be, professional enquirers who systematically research and critically evaluate their own practice and the impact achieved as a result (Baumfield *et al.*, 2009; Kirkwood and Christie, 2006; Reeves and Fox, 2008).

The place of professional enquiry

Professional enquiry or action research is widely viewed as one of the most promising ways of developing teachers-as-learners since the processes involved incorporate key factors associated with meaningful, sustainable teacher learning (Elliot, 1991; Kincheloe, 2003; Leitch and Day, 2000; Whitehead and McNiff, 2001; Zeichner, 2003; Zuber-Skerritt, 1996). The benefits to education could be manifold. Indeed, there is considerable consensus that sustainable improvement in education is unlikely to happen until teachers do become involved in researching their own practice (Baumfield *et al.*, 2008; Carr and Kemmis, 1986; Cochran-Smith and Lytle, 2009; Fullan, 2007; Hargreaves, 2003; Rudduck and Flutter, 2004; Stenhouse, 1975;

Somekh and Zeichner, 2009). Noffke and Zeichner summarise the benefits to teachers' learning and practice should they learn through action research and incorporate it into their ongoing professional learning repertoire. They claim that incorporating the identity and practices of an action researcher has the potential to empower and equip teachers to:

- bring about changes in their definitions of their professional skills and roles;
- increase their feeling of self worth and confidence;
- increase their awareness of classroom issues;
- improve their dispositions towards reflection;
- change their values and beliefs;
- improve the congruence between practical theories and practices;
- broaden their views on teaching, schooling and society (Noffke and Zeichner, 1987 cited by Cohen *et al.*, 2000:228).

Groundwater-Smith and Mockler (2009) concur, identifying action research as a process in which teachers should participate to enable them to reclaim, and continue to develop, positive professional identities.

To denote what teachers do as practitioners who undertake small-scale research into their own practice, I will use the term *professional enquiry* (SEED 2002) since this is one of the two terms used in the Chartered Teacher Standard. The other term used is 'action research'. With each term there are many possible interpretations and models of practice, for example, 'critical action research' (Carr and Kemmis, 1986), 'participatory action research' (Park, 2006), 'action inquiry' (Torbert, 2006). Teachers are likely to connote action research with research published by academics or by practitioners in partnership with academics, although there is a strong, valid and growing argument for teachers to be recognised as contributors to this field (Zeichner, 2003). Terms like professional enquiry; practitioner research (Burton and Bartlett, 2005); classroom research (Hopkins, 2008) or teacher research (Cochran-Smith and Lytle, 1999) might, at first, appear more appealing and less daunting for teachers who are just launching out into systematic enquiry of their practice. Irrespective of the

term used, there are undoubtedly paradigmatic differences to consider. Orland-Barak (2009) advises that each approach to action research claims

...to hold an idiosyncratic status and identity in relation to questions of purpose, methods of inquiry, modes of representation, conceptualisation of the processes and outcomes, and ways of assessing the quality of the work. Taken together, they illustrate 'different local forms' grounded in ontological, epistemological, and methodological orientations to ways of knowing in practitioner inquiry (2009:112).

As and when appropriate, these issues would need to be considered as part of the professional development process, but to define what I intend by the use of the broad term, *professional enquiry*, I draw on Cochran-Smith and Lytle's (1999:22) definition of teacher research which they say encompasses all forms of practitioner enquiry that involve systematic, intentional, self-critical inquiry about one's work.

The Standard for Full Registration of teachers (SFR) states that all fully qualified teachers should have '*research-based knowledge related to learning and teaching and a critical appreciation of the contribution of research, to education in general*'. As an illustration of practice, it is mooted that teachers should '*discuss critically how systematic investigation of, and reflection on, classroom practice informs and develop teaching and learning*' (GTCS, 2006:9). This clearly indicates that all teachers need to know how to carry out systematic professional enquiry, and also that they actually continue to practise it and share their findings.

The Standard for Chartered Teacher (SCT) is quite explicit in its expectation that professional enquiry should be one of the key processes through which Chartered Teacher candidates critically reflect upon, and further enhance, their practice (Carroll, 2009; Forde *et al.*, 2006; Kirk *et al.*, 2003; Kirkwood and Christie, 2006; Reeves and Fox, 2008). Any professional development programme informed by the SCT should also be designed to support teachers to become and be teachers-as-learners (Carroll, 2009; Forde *et al.*, 2006; Reeves and Fox, 2008). Kirk *et al.*, (2003)

advise that the whole SCT is grounded in theory and research about accomplished teaching and the professional knowledge and understanding, dispositions and actions required to achieve this. Attitudes and values are fundamental influences in teaching, since they inform the how and the why, as well as the what of practice (Carr, 2000; Biesta, 2009; Hayes *et al.*, 2006). Critical examination and recognition of one's underpinning values and attitudes is, therefore, a process demanded by the SCT. Because of the prominence given to professional values and commitments, it is distinctive from the professional standards of other nations (Kirk *et al.*, 2003:28). Whilst there is little dispute that a teacher's disposition matters, it is what happens in practice that counts. Dottin (2009:86) argues that dispositions are not a state of possession but a state of performance, concerning not only what the professional educators can do, but also what they actually do. This is recognised in the SCT with the emphasis on the critical evaluation of professional action taken and the impact achieved.

Influential discourses

What is viewed as 'good' or 'effective' professional action and therefore what is seen as professional learning can be viewed in very different ways dependent, among other factors, upon the view of what teacher professionalism is privileged, at that particular point in time (Christie, 2006; Hopkins and Stern, 1996; Hoyle and Wallace, 2009; Kennedy, 2008). I am well aware of the ongoing academic debate about whether or not teaching can be classed as a profession but there is neither the space nor the need, in this study, to explore these arguments. Suffice it to say, that contemporary government reports and policies repeatedly collocate 'teacher' with 'professional'. There is no doubt then, that currently, the teacher *is* to be viewed as a professional. The important question then becomes, what kind of professional? Over time, there have been many different conceptions of what it means to be a professional teacher. This perhaps, is not surprising, if we accept that our views of what it means to be professional are socially constructed, as are our visions for how teachers and teaching should be (Edwards, *et al.*, 2004; Moore, 2004). As historically situated concepts, they are therefore,

...susceptible to different constructions according to time, place, policy environment and the discursive disposition (related to matters of political and ideological control) of its advocates and critics. (Locke *et al.*, 2005:558, drawing on the work of Johnson, 1972)

The professional actions promoted, and the professional values inherent, in the Standard for Chartered Teacher (SCT) indicate that it aligns with a democratic view of professionalism (Holligan, 2006; Reeves, 2007; Williamson and Robinson, 2009), in which teachers are actively encouraged to develop and exercise critically informed agency. Judith Sachs calls for all educational professionals to become more critically informed and agentic. Her vision of an activist profession is based on democratic principles. It is envisaged that teachers, as activist professionals, consider themselves and their role within a broader societal perspective; challenging taken-for-granted assumptions about teaching, collaborating and questioning, and becoming 'policy active' and 'enquiry oriented' (Sachs, 2003b: 16).

Reeves (2007:59) identifies the defining features of this new and democratic form of professionalism as

- learner-centred practice;
- clarity about moral and social purposes;
- commitment to evidence-informed practice and critical reflection;
- discretionary judgment exercised both collectively and singly;
- collegiality and collaboration with colleagues, other professionals, pupils and parents; and
- commitment to continuing professional development and knowledge creation.

This democratic form of professionalism appears then to be particularly well suited to the demands of teaching for the 21st century and Curriculum for Excellence. The problem is that, to establish this new form of professionalism, there will need to be a seismic shift, since the extant, managerialist form of professionalism, with its related discursive practices is in direct opposition to those imagined for a democratic or

activist form (Goodson and Hargreaves, 1996; Sachs, 2003a). Many believe that managerialist practices make teachers feel de-professionalised (Gewirtz *et al.*, 2009a; Jeffrey and Woods, 1996; Troman, 1996) and that a re-professionalisation will be necessary (Day and Smethem, 2009). Curriculum for Excellence (SE, 2006) and TP21 (SEED, 2001) are two key policy reforms that appear to be designed towards this end (Baumfield, *et al.*, 2009; Gatherer, 2008; Reeves and Forde, 2004).

To achieve such a significant shift, thought and action will need to occur at all levels: from the micro-level of the individual through to the meso-level of schools and Local Authorities to the national, at macro-level. Whitty (2000: 283) advises that the particular version of professionalism different people support in practice will depend on their values and their broader political perspectives, as well as the way in which they are positioned by the reforms. Individuals' histories, professional ones in particular, will influence how they interpret and enact their conception of professionalism. Professional identities and the ways in which each individual enacts these are borne out of their personal and professional histories. Therefore at all levels, individual as well as collective, understandings and actions will affect the outcomes. At the macro level, a National CPD team has been appointed to involve, educate, and support the teaching profession through this significant period of change. To maximise its potential for success, any national CPD strategy would need to be soundly underpinned by a coherent, critically informed conception of what this new professionalism involves and, of course, for what and whose purposes it is encouraged.

However, Purdon's study (2004) raises doubt as to the conceptual coherence of the national framework for CPD in Scotland. Purdon interviewed some of the elite figures in Scottish education in order to ascertain their understandings of the fundamental purpose of the National CPD framework and the indicators of success to be used for this. Purdon indicates that out of the ten interviewees only one was able to express a clear view of the nature of the professionalism envisaged. This lack of clarity appears to be attributable to the range of ideological positionings expressed. Purdon (2004:147) identified four conflicting and competing discourses, namely

standards and accountability; employment rights; enhancement of professional status; and teaching as a moral and political endeavour, thus illustrating that a managerialist discourse appeared to dominate. Reeves (2007:60) endorses this view that teacher professionalism is subject to contesting and contrasting paradigms, held and championed by different interests within the system. She goes on to observe that,

(T)his has resulted in the issues and use of policy texts produced by a variety of institutions that ‘speak’ in a mixture of ‘tongues’, where there are both internal consistencies as well as statements laid out in one document that are contradicted by another (e.g. HMIE, 2002; SEED, 2002). (Reeves, 2007:60)

But we must also remember that innovations, and the rhetoric used to broadcast them, carry both implicit and explicit assumptions about how teachers are working and how, instead, they should be working (Van Veen and Slegers, 2006:90). For example, HMIE (2009a: 7) state that Curriculum for Excellence should provide ‘space for imaginative teaching that can capitalise on approaches which make learning relevant, lively and motivating’. This can be read as an acknowledgement that this space has not been available until now and perhaps, as a result, the teaching has not yet met these aspirations for learning. In a similar vein, one of the government’s stated purposes of the reform is ‘to create more exciting, engaging, relevant learning and teaching’ (SG, 2008a). Such sentiments are likely to be welcomed by the profession. However, illustrating Reeves’ and Purdon’s point, there is an apparently contrasting vision and disposition expressed by the National CPD Co-ordinator. In a statement of her beliefs about ‘Essential Skills for Teachers’ on the LTS website³, she notes that

Good teachers have:

- A positive attitude to pupil learning
- An ability to communicate value to pupils
- Good content knowledge and understanding

³ This is official website is dedicated to supporting the profession in the development and implementation Curriculum for Excellence.

- A teaching repertoire of many ways to impart content
- Knowledge and understandings across curricular areas

(Alcorn, last updated March 2009)

It is claimed that ‘CPD works’ when teachers observe excellent practice, are observed and receive peer feedback (*ibid.*). It would appear that what is meant by CPD ‘working’ is that there is a transfer of skills so that mastery might be achieved as Alcorn indicates:

The induction programme and initiatives developed to support AifL have shown the transformational power of teacher leaders working with teachers in their classrooms as they master new skills and adapt them to pupil responses (*ibid.*).

This view of teaching and learning in which ‘good’ teachers are to have many ways to *impart* content (my emphasis), is arguably wholly incongruous with all of the other policy literature on Curriculum for Excellence.

That said, teachers might feel that teaching to impart content has become familiar practice. Policies shape and are shaped by the practices of teachers (Gewirtz *et al.*, 2009a). As a result of the, albeit often reluctant, compliance from the teaching profession with managerialist edict (Ball, 2003; Jeffrey and Woods, 1996; Kelchtermans, 1999; Lipman, 2009), a new set of beliefs, behaviours, expectations and practices have gradually emerged (Ball, 2003; Gewirtz *et al.*, 2009a). Hargreaves (2003) comments that teaching has become little more than coaching for coverage of exam-driven, measurable, standardised learning. Teachers however, cannot be held to be wholly culpable. Lingard *et al.* (2006:91), concur and explain that the issue is not the fact that teachers might be teaching to the test. The problem, they claim, lies within the nature of the tests. As assessment instruments, their design only allows students to demonstrate a narrow, limited set of knowledge. Lefstein (2005:340) cautions against such a technical approach to teaching and learning and locates it within a paradigm of, what he refers to as, *instrumental rationality*. Lefstein argues

that the logic of instrumental rationality is inappropriate when human learning is involved, because it is based on certainty, objectivity, method, calculability, efficiency and control (*op.cit.* p336). Lingard *et al.* (*op.cit.* p92) argue that if, however, the assessment instruments were formulated in a way that enabled students to demonstrate a richness of outcomes, teaching to the test would be admirable.

Scottish Government now state that,

Every child and young person should have their learning and achievements recognised by an assessment system that supports the curriculum rather than leads it and that their transition into qualifications is smooth. (SG, 2008a: 11)

Here it would appear that there is recognition that the ‘teaching to the test’, that has gradually become so prevalent at all stages of schooling over the past two decades, does not promote sustainable learning. Indeed, the whole assessment system in Scotland is currently under review and the future has the potential to be more promising.

At present however, to satisfy the need for outcomes to be measurable, rather than what they might believe to be best for the pupils as learners, teachers still have to ensure that children can perform in tests, to demonstrate that they have met sets of narrowly pre-determined learning outcomes. For example, the existing Standard Grade Chemistry course demands that teachers have to ensure that children are able to demonstrate that they have achieved 288 learning outcomes (SQA, 2000). Arguably then, teachers may believe they have had little option other than to ‘teach to the test’. It may be a practice to which they have become accustomed.

In somewhat desperate attempts to perform an overloaded curriculum both in primary and secondary schools, the delivery of ready made, lift off the shelf, teaching programmes and schemes of work has also proliferated (Boyd, 2005; Reeves *et al.*, 2002). This ‘teach-by-numbers’ approach in which schools and Local

Authorities adopt programmes wholesale is, I believe, more likely to inculcate task-led, rather than learning-led, planning and teaching.

Desforges provides this harsh, but perhaps worryingly accurate, observation on the inadequacy of the task-led pedagogy that has flourished within the constraints of a performativity-driven culture:

Pupils typically work very hard but whether they learn, still less understand, much of what they do is incidental to task completion. Work intended as a means to foster learning becomes an end in itself...Common practice in schools is neither adequate to meet the demands of modern societies, whether these be in terms of knowledge, skills, ethics or moral development, nor is it consistent with contemporary theories of cognition and learning (Grossman, 1992, quoted by Desforges 1995:396,).

There are, of course, also desirable outcomes that have materialised, including a greater accountability for achievement of professional impact (Bennett and Harris, 1999; Bruce, 1999; Stoll and Fink, 1995). Even though there is ongoing debate about what that professional impact should be and how it might be ascertained, the idea that impact should be considered and systematically evaluated is a major advance. There has also been a welcome challenging of deterministic views of learners, which were anchored in the not only erroneous, but also almost certainly delimiting, belief in a fixed potential of what it is possible to achieve. Many, including Hoyle and Wallace (2007), welcome recognition of the pivotal role that effective school leadership and management has to play in the quality of learning and teaching in schools, MacBeath (1999) extols the emergence of school self-evaluation viewing it as an important process for the dual purposes of organisational learning and public accountability. Therefore, it is likely that certain managerialist practices will continue to be favoured within the more democratic instantiation of professionalism. After all, practices that emerge from ideological concepts such as professionalism can never be separated or bound. Instead, there is likely to be a gradual, but never wholly predictable intermingling and amalgamation of the different forms of professionalism; a

‘hybridity of cultures’ (Gonzalez, 2005:37). With its hybridity of professional cultures, its competing texts and practices, the vicissitude of the terrain to be negotiated, for Scottish teachers to become, and be, teachers-as-learners may be complicated and challenging.

However challenging the terrain may seem, Chartered Teachers are likely to have negotiated areas of it. Learning about the experiences and those aspects of Chartered Teachers’ journeys believed to be significant to their becoming and being teachers-as-learners may help us all as learners, whether we are educators or policy makers, to negotiate the terrain ourselves or to support others in doing so. Learning from Chartered Teachers’ accounts of their journeying is therefore the central aim of this study. To find out what is already known about Chartered Teachers becoming and being teachers-as-learners, I now turn to a review of the literature.

Chapter 2 - Literature Review

The aim of this study was to find out what we could learn from teachers' own accounts of becoming and being teachers-as-learners in Scotland today. In a thesis that was focused on the exploration of such an open question, it was anticipated that a wide range of literature would need to be consulted and considered. As with every aspect of researching, conducting a review of the literature should be conducted in a way that is 'fit for purpose' (Clough and Nutbrown, 2002). With the research questions and intended audiences in mind, I used the literature for the following purposes:

- to identify the ways in which this study might complement the existing body of research
- to contextualise and inform the study through providing an overview of the main prevailing issues
- to inform my analysis and discussion of the findings.

This chapter is structured into two main sections. In the first section, to identify the ways in which this study might complement the existing body of research and to contextualise and inform the study through providing an overview of the main prevailing issues, I review all of the Scottish research that has, to date, been carried out on or with Chartered Teachers. This brings to light that this study will complement the existing body of research on or with Chartered Teachers and their learning, because it offers Chartered Teachers' own storied accounts of their learning journeying over the span of their careers, and not solely on the period during or after Chartered Teacher study.

In the second section, to consider what is already known about personal, professional and political influences on teacher learning and professional development, I turn to the international literature. Adopting a sociocultural view of teacher learning, and through critical consideration of a range of literature, I argue that three main elements influence teacher learning: the teacher as an individual, CPD and the contexts in which the teacher works. As I explore each element, the complex nature of teacher

learning becomes increasingly evident.

I used this review of Scottish and international literature to deepen my own knowledge and understanding of some of the many, many factors and issues to be considered if Scottish teachers are to be successfully encouraged and supported to become and be teachers-as-learners and to enable me to take this understanding to the interpretation of the accounts of the teachers in this study.

Learning from Scottish studies

The Standard for Chartered Teacher (SCT), as I have established in chapter one, is specifically designed to encourage teachers to become and be teachers-as-learners and to enhance the profession (Christie, 2006:65). Research into the journeying that Chartered Teachers' have made and are continuing to make could then perhaps provide an important insight into the progress towards this vision and to the ways in which, the complex interactions involved, are playing out in practice. Given the relative youthfulness of the Chartered Teacher initiative, it is perhaps predictable that a limited range of research is published about the journeying candidates have done to achieve Chartered Teacher status. To date, there appear to be only ten studies in which Scottish Chartered Teachers have been involved.

The studies on/with Chartered Teachers fall into three main categories:

- evaluation of provision and/or evaluation of the impact achieved on candidates (Connelly and McMahon, 2007; Holligan, 2006; MacDonald, 2007; McMahon *et al.*, 2007; O'Brien and Hunt, 2005; Williamson and Robinson, 2009). Some of these studies also sought information about what motivated teachers to undertake Chartered Teacher study;
- exploration of processes involved in carrying out professional enquiry as part of CT study (Reeves, 2007; Carroll, 2009);

- Chartered Teachers' own accounts of carrying out professional enquiry (Drew *et al.*, 2008; Dunlop *et al.*, 2008).

I will consider the research under each category in turn, starting with those that included information about motivation.

Motivation and Learning

Teachers, like anyone, have to be motivated to learn. This is especially pertinent when teachers have to devote considerable time and effort; undertake professionally and intellectually challenging learning; place their professional practice under public scrutiny and, of course, pay for the experience. Chartered Teacher study demands that teachers do all of these (Boyd, 2005; Kirk *et al.*, 2003; Kirkwood and Christie, 2006; SEED 2002). It is accepted that the substantial pay award may act as an extrinsic motivation to become a Chartered Teacher, and a very attractive one at a current salary increase of 22.6%, on achievement. But if teachers are to engage in learning that may transform their practice and develop them as teachers-as-learners, they will also need to be intrinsically motivated (Davies and Preston, 2002; Hashweh, 2003; Sinclair *et al.*, 2006).

Both extrinsic and intrinsic factors are reported to have motivated Chartered Teachers to work towards achieving full CT status. Interestingly, there appears to be quite distinctive differences between those teachers who are in the later phases of their careers and are likely to have accrued many years of experience and who then elect to follow the full accreditation route, and those who choose to study with a provider (Connelly and McMahon, 2007; MacDonald, 2007). For example, 90 % of the 39 Chartered Teacher candidates who participated in Connelly and McMahon's study (2007) were aged between 40 – 59 years old. The attraction of the financial reward was cited as the prime motivation to apply, with the desire to further enhance practice also mentioned by some. For teachers in this phase of their careers, the financial remuneration is perhaps particularly salient, since their retirement pensions

will be calculated on the higher Chartered Teacher pay scale. Some⁴ teachers believe that the award is due to them (MacDonald, 2007; McMahon *et al.*, 2007).

A quite different profile appears in McGeer's more recent study, which sought to ascertain the views of teachers regarding the Chartered Teacher scheme. Involving 1182 teachers, it has been the most extensive study to date. The survey included asking teachers about their intentions and motivations to undertake, or not to undertake, Chartered Teacher study. Of the 33% of respondents who intend to undertake Chartered Teacher study, over half of them (55%) are aged between 25-34 years and 58% of them are Special Educational Needs (SEN) teachers. Only a few mentioned the financial benefits (McGeer, 2009:18). Instead, the reasons most cited were the prospect of enhancing their professional learning and development and the belief that pupil attainment would be improved. This of course does not mean to suggest that the financial benefits are not important to them and to their decisions, but either they were more reticent about saying so and/or they are genuinely more intrinsically motivated. McGeer (2009:19) speculates that the particularly high proportion of SEN teachers may be attributed to the fact that they are more likely to have already undertaken further accredited study, which places them in a position to more easily undertake the full GTCS accreditation route or the partial APL route with a provider⁵. This is a position that is advantageous to teachers, both in terms of financial outlay and potentially, of effort. It could also be speculated that, because they have elected to undertake postgraduate study, that the SEN teachers have already become, and are, teachers-as-learners. But, it can only be speculation since information provided about age and sector and other responses to the questionnaire do not provide a deeper insight.

In light of their results from the longitudinal mixed methods research, Day *et al.*, (2007), advise that caution should be exercised when trying to draw deductions from large sets of quantitative data in which broad bands such as sector or chronological

⁴ Neither the number nor the percentage of teachers, who responded in this way, is provided in the studies.

⁵ To recognise prior learning and achievement, Chartered Teacher programme providers offer candidates the possibility of making an APL claim for up to half of the credits required for the CT Master's degree. To make an APL claim costs substantially less than undertaking a taught CT module.

age are used as the defining parameters for analysis. In England, Day *et al.*, sought teachers' views about some of the many possible personal and professional factors that were likely to have contributed to their present commitment to teaching and professional learning. Powerful contextual influences such as leadership, pupils, colleagues and policy were taken into account. Teachers' views on the influences that personal events and prior CPD experiences had had on them were also taken into consideration. The results from this study led Day *et al.* (2007:100) to conclude that neither age nor sector nor career phase are necessarily helpful when studying any aspect of teachers' lives or the stances they take. Instead they suggest that the concept of professional life phases might be considered, since it allows for consideration of broader professional characteristics, concerns and needs. In other words, the teacher is studied as a person whose historical, current and aspirational experiences and feelings are viewed as influential. These are certainly factors that would be important to explore, if we are to understand more about what is involved in becoming a teacher-as-learner today in Scotland. Whilst McGeer's extensive survey has effectively reached large numbers of teachers to ascertain their views on the Chartered Teacher scheme, we only have the views expressed in response to specific questions and a report of some of the comments added by a relatively small proportion of the respondents. The questionnaire, with space for voluntary comments, used in Connelly and McMahon's research (2007) yielded similar types of data. Information about personal and professional influences on motivation is, therefore, not available. McGeer did, however, ascertain that many teachers are not interested in undertaking Chartered Teacher study.

Those teachers (67%) in McGeer's study who intimated they do not intend to undertake Chartered Teacher study cited workload, time commitment and cost as the prohibiting factors. Apprehension about returning to academic study and a fear of failure appear as a prominent concerns for some teachers. A prior study carried out by HMIE (2007c) reports very similar findings. These factors then, are key considerations to be taken into account, if teachers are to be supported to learn in ways that enable them to practise as teachers-as-learners. Irrespective of whether teachers have to pay for CPD, learning how to conduct systematic professional

enquiry and then embedding the processes within practice will, undoubtedly, demand commitment of time and the ongoing development of specific expertise. Solutions will, therefore, need to be explored.

Evaluating provision and impact

To ensure maintenance of quality and achievement of intended impact, systematic evaluation of all CPD provision should be conducted (Goodall *et al.*, 2005; Guskey, 2000; Robinson and Seba, 2004). The impact being achieved by graduates from the master's route or from the full accreditation route with GTCS⁶ has only recently begun to be systematically tracked and become a focus for government-funded research. HMIE are also now involved in tracking the impact of the Chartered Teacher initiative as part of their inspection procedures. It is, perhaps, somewhat surprising that a systematic evaluation of the Chartered Teacher initiative was not built in from the beginning, especially when so much hope and money has been, and continues to be, invested in it (Christie, 2006; Kirk *et al.*, 2003; SEED, 2001, 2002; SG, 2008b).

To learn about impact on participants and to improve on provision offered, formative evaluation has been initiated and carried out by some of the university providers of the master's degrees that lead to full Chartered Teacher status. These evaluations range in scope from those that are very specifically focused upon ascertaining teachers' views on the modules studied to those that explore impact on teachers. To date, there are no studies that have attempted to evaluate impact on pupils.

In their report, O'Brien and Hunt (2005) provide a comprehensive historical background to the Chartered Teacher scheme. They also report on two evaluations they carried out of the first instance of Edinburgh University's original module one in 2003. The first was an interim evaluation, which was designed purely to inform

⁶ In the limited period between 2003 and 2008, GTCS encouraged those who believed they were already functioning at Chartered Teacher level and who could provide evidence that they did, and continued to meet the SCT apply for full accreditation with GTCS. The scheme is now closed but there are still many teachers who are currently subscribed to this route. In recognition of the fact that applicants can already demonstrate they meet the SCT, it was never intended to be a developmental route and there is no academic award. Successful candidates are awarded full CT status and the full, equivalent, salary remuneration.

the way in which the remainder of the module could be run and to gather information about participants' proposals for their next steps in Chartered Teacher study. The second, fuller evaluation was designed to invite participants to evaluate their whole experience of module one from application to result of module submission. I focus my discussion on the final evaluation

The focus for this evaluation procedure appeared to be on how well teachers had enjoyed the course and how the course might be improved, rather than on impact achieved as a result of studying on the course:

Participants enjoyed group discussions, lectures, tutor-led sessions and self-study and felt the combination to be mostly or completely appropriate. Some interesting observations were made by the participants on the support provided. Coordination of the provision was rated very highly and over half were happy with tutor support. Those who were unhappy with tutor support were requesting more individual support. (O'Brien and Hunt, 2005:462)

We learn that one teacher felt energised by the experience and that another became more motivated as the module progressed. There is no detail about which aspects of the provision contributed to the occasions when the experience proved enjoyable and energising and no clarity as to whether anything was actually learned. It would appear that candidates' reactions were obtained, but the nature and extent of teacher learning or what might have been promoted it is not reported. Newby (1992:31) warns of such limitations, in terms of the evaluative significance of seeking participants' reactions through what he calls a 'reactionnaire'. Although it may be more time consuming for respondents to comment on such detail or in such detail on their learning, if evaluation is to be used to learn from feedback and to inform provision it would be important to ascertain whether any changes in teachers' attitudes, beliefs or practices had occurred and what aspects of the course had contributed (Guskey, 2000; Harland and Kinder, 1997). Recognising the limitations of the evaluation procedures followed, the authors, themselves, state that a 'more

critical and reflective perspective will follow in a subsequent article' (O'Brien and Hunt, 2000:465).

O'Brien and Hunt's study provides some information about influences beyond the module contact. The questionnaire responses indicated that support from local authorities and schools were not highly rated. We are not told how many of the 48 respondents expressed this view or why this view was held. However, we do learn that what was valued most by the participants in the module was the opportunity to meet with and discuss educational issues that matter to them, with other course participants and colleagues. It was reported that time in schools was not available for teachers to carry out discussion at 'that level'. Presumably, 'that level' meant depth but it might have meant length of time, either or both would be feasible. Either way, it would have been helpful to explore what teachers believed they learned from that particular level of discussion and why it was not believed possible to achieve this in their workplaces. It may also raise questions about whether teachers view their workplaces as sites for continuing professional learning. Any insight into the nature and extent of the challenges and barriers being encountered in the teachers' learning and/or work contexts could prove invaluable to help us to understand and therefore perhaps better support teachers in their learning journeying.

Studies that have more directly aimed to ascertain the outcomes of Chartered Teacher study highlight some of the variations in both the nature and extent of impact. Little or no change in either identity or practice is reported by a number of Chartered Teacher respondents across three studies (Connelly and McMahon, 2007; MacDonald, 2007; McMahon et al. 2007). The reasons for the stasis were not pursued in any of the studies; therefore from the responses reported, we can only draw inferences about possible influences, for example:

Becoming a CT made no difference and didn't make me change my practice. I had already done that before becoming a CT (McMahon *et al.*, 2007:26).

McMahon *et al.* state that this comment was typical of those who view the award of

CT status as recognition that they were already meeting the SCT and already working at an enhanced level. This suggests that the respondents believe that a state of expertise has been finally reached. It may, of course, be that teachers who responded similarly had already developed teacher-as-learner identities and were continuing to practice accordingly. Whether this is or is not the case, it would have been helpful to know what factors had influenced their apparently, highly successful journeying. To understand how we might support teachers to continue practising as teachers-as-learners, exploration as to why these teachers seemed to view professional learning experiences as a destination rather than an ongoing process could be a worthwhile study. This, of course is one of the benefits of using survey questionnaires, a wide range of views can be accessed and from the delimited statements respondents provide, questions for deeper exploration might then be identified.

Unlike the respondents in McMahon *et al.*'s study, who were all fully fledged Chartered Teachers, the teachers involved in Connelly and McMahon's (2007), in Williamson and Robinson's (2009) and in MacDonald's study (2007) were all at the beginning of their journey to becoming a Chartered Teacher.

MacDonald (2007) sought to explore emerging teacher identities and to ascertain candidates' views on the processes involved in achieving full CT status. The findings raise some key issues that the aforementioned studies did not illuminate. When asked what had motivated them to study on the Chartered Teacher programme, not one of the eight participants in the study had identified that their reasons included the desire to be more involved or proactive in the processes of educational discussion or policy making (MacDonald, 2007:126). MacDonald (*opcit.*p132) attributes this lack of engagement partly to the existing institutional cultures in which teachers feel powerless to effect significant change and in which strategic compliance prevails, and partly to the design of Chartered Teacher initiative itself. The limitations of such a small sample are acknowledged, but on these responses and her own experience of Module One study, it is claimed that the Chartered Teacher scheme not only fails to engender political engagement but, more worryingly, MacDonald believes it contributes to the disempowerment of teachers. Paradoxically, the Chartered Teacher

scheme was envisaged as one means through which re-professionalisation towards a more democratic and activist identity might be possible (Christie, 2006). MacDonald suggests that the learning experiences designed around the SCT are not necessarily conducive to this. It is unlikely that such a vision will be achieved if the purpose or the process is not understood and it is instead perceived as a means through which teachers are to mechanistically check off, or measure, a set of competences.

Friedman and Philips (2004:371) purport that CPD to measure competence requires to be designed very differently to CPD that aims at personal development. The SCT however was designed as a framework for professional development. There is certainly a stark difference between measuring competences, and educating teachers. Yet, the SCT does explicitly state that part of a Chartered Teacher's Professional Action should involve them in '*articulating a personal, independent and critical stance in relation to contrasting perspectives on educational issues, policies and developments*'. They should also '*engage in critical discussion; undertake critical evaluations of policy; contribute and respond to changes; and be an initiator and advocate of change*' (SEED, 2002:10). The message is clear, so communication has perhaps failed along the way?

MacDonald (*opcit.*p130) suggests that the critical reflection encouraged in the programme is almost exclusively focussed on the teacher and his/her individual performance in the classroom, rather than on critiquing the power relations that influence this performance. This is a very reasonable assumption to make, since the teachers interviewed had undertaken, or were undertaking, the first module entitled 'Self-Evaluation' and their responses could only be based on this experience. That said, the provision for self-evaluation did not necessarily promote or support the kind of reflection required to effect significant change in the learners or learning, because some of the candidates saw the procedures simply as '*hoops to jump through*' and '*boxes to tick*' (MacDonald, *op.cit.*, p127). The self-evaluation process was, therefore, not presented or viewed as one through which the teachers might learn more about their own practice and the impact it was having on learners and learning, but rather as a mechanistic task to be completed to gain passage to the next

stage of being awarded Chartered Teacher status. The problem may then lie in the provision, a factor duly recognised by my colleagues and myself. In light of critical evaluation of the materials and of teachers' responses, and because our findings concurred with those of MacDonald's, significant revision of the module was carried out with evidence of impact sought to further inform its development (Williamson and Robinson, 2009).

Although there is no exploration of the history behind, or elaboration sought regarding the rationale for, the responses made in MacDonald's study, we might speculate that there were other possible influences. For example, this is likely to have been the first time these teachers had been asked to provide and make public, substantial and detailed evidence of the impact of their teaching (O'Brien and Hunt, 2005; Williamson and Robinson, 2009). According to Drew *et al.*, (2008:60) data collection in schools is often haphazard and the use of anecdotal evidence prevails, despite the demand for schools to demonstrate rigorous and data-rich self-evaluation processes (HMIE 2007a). Therefore, the respondents may have felt resentment at having to provide substantial evidence because they did not see the value in such systematic evaluation of practice and/ or did not understand the processes involved, as indicated by this candidate's response,

I'm sick of digging out papers and thinking, could I use this? (MacDonald, 2007:127)

If teachers do not see the value in the learning activity, it is unlikely that there will be any positive change in them or their practice (Daly and Pachler, 2007; Harland and Kinder, 1997). It would appear that for the teachers in MacDonald's study, the value, purposes and processes involved in professional enquiry were not yet understood which is perhaps not unexpected, given that they were at the very early stages of Chartered Teacher study (Williamson and Robinson, 2009:47). Similarly, the teachers in Connelly and McMahon's (2007) study, whose responses indicated a lack of understanding of, and commitment to, professional enquiry, had only undertaken one or two Chartered Teacher modules. Greater concerns are perhaps raised when there is little evidence of commitment to learning to understand and to

undertake professional enquiry, when the award of Chartered Teacher has been made. To find out why the journeying has not succeeded in supporting teachers to become and be teachers-as-learners and to inform future provision, such an outcome should instigate a deeply formative evaluation. Ideally the evaluation should be built in from the outset of the provision. If, however, it is an afterthought, then retrospective tracing and analysis of teachers' own perceptions of their learning experiences could be most beneficial.

In summer 2006, my colleague and I carried an evaluative study aimed at exploring participants' perceptions of the impact made on them and their learning as a result of having studied on the revised version of module one of the Edinburgh Chartered Teacher programme. The module had been revised with a view to supporting teachers in beginning to develop an understanding of the processes involved in critical systematic enquiry. Eight out of a cohort of fourteen teachers participated in three focus group sessions; and to track progress these were held at different periods in the semester. We recognised the clear limitations of such a small sample and that five of the other participants did not contribute to the evaluation. There were, however, some findings that we found helpful to inform further planning for the form of 'transformational' teacher learning we sought to promote. We defined what we understood by this term:

Transformational learning, as Mezirow *et al.*, (2000) conceptualised it, encourages teachers (in this case) to challenge their assumptions and to engage in critical reflection and active dialogue with others. Though this process comes exploration and recognition of new ways of being – new relationships, actions and roles. (Williamson and Robinson, 2009:46)

If there is a real will for Scottish teachers to develop and enact a democratic or activist form of professionalism (Sachs, 2003b) then opportunities to experience transformational learning may be crucial. Whilst well aware of other possible limitations in that the teachers may have said what they thought we wanted to hear and that it was far too early to claim that transformational learning in any sustainable

way, if at all, had occurred, I believe that some of the findings from the study could be used to promote discussion about what might support teachers to become and be teachers-as-learners.

Raising questions about the level and nature of emotional support that may be required, teachers reported that they felt safe and confident during module contact periods but this often waned as they worked alone. Emotional support was also believed to be needed when the teachers felt that many of their long held assumptions were being challenged by the ways in which they were learning (Williamson and Robinson, 2009:55). Confirming findings reported by most of the studies carried out on or with Chartered Teachers, candidates in our study reported that they felt their increasing willingness to critically question the status quo had been met with resistance from within their school and local authority cultures. Learning processes they cited as most helpful included learning how to begin tracking the effects of their teaching on their pupils and talking with each other, especially about the professional reading they had done as an integral part of their study. This teacher spoke about the ways in which both processes were stimulating her learning:

...the reading...it was so informative and again, it was the actual practicality of having to do it (*i.e.* present and discuss the data they had collected and analysed for impact made on pupils) in front of people, so it really made you think about how it really pulled it together. It's really made me reflect on the interviews and finding out what they gave me, that data...it's really made me reflect on my teaching and the learning. It has gone full cycle again ...really what was all that about? I mean how did it all connect? ...that's what I am really trying to say. It has helped me see how it's all connected. The research has made me really look on (the) full cycle again made me look at my teaching and learning and the value of that, what I am actually giving (*op.cit.*p53).

Carrying out academic reading, however, is not something that all teachers are willing to do, even as part of their master's degree, as Holligan discovered.

Holligan's (2006) study focused on Chartered Teachers who were undertaking their entire master's study through internet-based learning with, the then named, Paisley University (now The University of the West of Scotland). As the sole published report on Chartered Teacher study through distance learning, it offers another perspective from which we might learn more about Chartered Teachers becoming and being teachers-as-learners. Holligan set out to explore which discourses of communication participants used; which identities they constructed for themselves; their views on research; and the support they appeared to gain from participating in the e-forums. To pursue these four research questions, his ethnographic case study focused on the analysis of the e-communications made among the members of programme's e-community, comprising of himself, as tutor, and 15 CT candidates during their final stage of their Chartered Teacher master's study.

Holligan claims that the virtual learning environment provided (Blackboard) was successful, in that it allowed teachers to communicate with each other. Reporting that Chartered Teacher candidates shared ideas and anecdotes about their practice, he says that

(S)tudents shared with enthusiasm whilst supporting one another in the resolution of issues as well as not being shy of taking critical stances towards authority. Underpinning this trust is the sense of a discourse of 'belongingness' to both the profession and their CT cohort (Holligan, 2006: 562)

It would appear that the teachers learned from sharing ideas with each other but, as in O'Brien and Hunt's study (2005), there is no information to indicate what the teachers actually learned from this sharing. Holligan does, however, link the behaviours into learning theory:

Overall, the fact that students did appear in general to have become empowered by the design and operation of Blackboard to follow a broadly Vygotskian social

constructivist model of learning, that is to say that the students co-constructed their learning environments.

Co-construction of learning environments, however, does not necessarily result in individual learning and we are not told whether, or the ways in which, the teachers actually progressed in terms of their professional learning and practices.

From Holligan's further analysis, we learn that the teachers projected themselves as members of a profession but were not necessarily willing to engage with academic reading about research to help them to understand and critically inform their own research practice. Out of the 286 postings analysed, only 8 of them contained reference to data analysis; 11 referred to research methods rigour and a mere 3 postings made recommendations about 'good research books'. In 31 postings related to ethics and research, it is clear from the e-communication extracts presented (see Holligan, 2006:556), that the teachers offered personal opinion and anecdote to engage in some exchanges about general ethical issues. Holligan states that it is a feature of the e learning programme that candidates consult readings on ethics, using websites and books on a 'need-to-know' basis (p556). This might then suggest that the candidates felt they did not need to know about research ethics or other key aspects, such as analysis. Holligan speculates that the candidates

...were perhaps disinclined to pursue academically in-depth, traditional, and arguably more demanding, paradigmatic engagement to inform their research investigations, and instead adopted a more pragmatist strategy.... The relative popularity of the sharing of website addresses is a propensity for a 'quick fix', surface learning style solutions, avoiding cognitive effort and saving time. Such features of their style of participation may signal limitations about e modes of professional education (Holligan, 2006:553)

To help us understand more about how we might support teachers to become and be teachers-as-learners, especially when they are reluctant to engage with professional literature, it would have been helpful to know what intervention took place and the

ways in which these teachers responded that then enabled them to conduct successfully their professional enquiry.

Internet-based CPD provision is essential to allow access for those teachers who wish to undertake an externally provided course and who, for whatever reason, cannot easily travel to a provider. But, like any other CPD provision, it would be important to explore the nature and extent of impact on learners and their learning and to ascertain what did, and did not, best support that learning and, of course, to understand why. Asking teachers for their own views on what has and has not supported their learning could provide us with some valuable insights.

Learning from Chartered Teachers

When teachers explore and share those factors that prove influential in their own learning journeys, a much deeper and broader perspective may well be gained. To date, there is only one published text that considers and offers teachers' own extended accounts of their participation in Chartered Teacher study. This book is edited by Reeves and Fox (2008). Importantly, for the purposes of this study, the teachers' accounts included in this book not only provide some evidence that they have become teachers-as-learners, but also some detail of what has influenced their progress. The chapter written by Dunlop *et al.* provides one such contribution.

Dunlop *et al.*, report that their study and the professional enquiries they carried out as part of their study proved

...transformative because it was personally relevant, deeply self-critical and empowering, and so it has had long-lasting effects. Perhaps without the sustained stimulus of the course the enquiries might not have taken place or might not have been carried out in such a structured way. However, once we had scraped the surface off one area of our work we have found it very hard not to question and look more deeply at many other areas (2008: 47).

Undertaking professional enquiry is seen here to engender further professional enquiry, promoting the axiom that if teachers do become teachers-as-learners, they will continue to be teachers-as-learners. A new professional identity as a teacher-as-learner will have been co-constructed. Conceptual changes concerning teaching and learning will have undoubtedly contributed. One teacher explains the conceptual leap she made in understanding her own pedagogy:

reflecting on my performance as a teacher of reading, I realised that my emphasis had been on what the children were learning, rather than on how they were learning (Dunlop *et al.*, 2008:39).

That professional enquiry helped this teacher to arrive at this realisation and then to systematically address the teaching/learning issues raised, also provides evidence that the processes involved in professional enquiry embody the pedagogy envisaged in Curriculum for Excellence. An extract from Drew *et al.*'s account provides evidence, in terms of impact on both children as learners and on others in the school community:

a major outcome of the CPE [*collaborative professional enquiry*] was that the data showed that the intervention had a notable impact on actively engaging pupils...The outcomes of the CPE, however, went beyond the direct impact of the intervention on teaching and learning...The enhanced communication and professional dialogue between teachers and pupils and teachers and teachers (and in some cases, parents) paved the way for consideration of changes in how we approach professional development (Drew *et al.*, 2008: 57).

If, however, institutional factors militate against teacher learning and identity reconstruction, sustainable change is much less likely (Day and Kington, 2008; Fullan, 2007; Hargreaves, 1994).

Findings from other research on CT study (Carroll, 2009; Drew *et al.*, 2008; Connelly and McMahon, 2007; McMahon *et al.*, 2007; Reeves, 2007; Williamson and Robinson, 2009) and from research into teachers undertaking research during

postgraduate study in general (Burchell *et al.*, 2002; Reeves and Forde; 2004; Wilson and Berne, 1999), resonate with those of Holligan's study. Holligan reports that many of the Chartered Teacher candidates did not believe that they could rely on constructive support from within their own schools when they undertook professional enquiry. He comments that the school cultures appeared antipathetic to the more cognitively driven form of professionalism engendered by Chartered Teacher study and the innovation that might bring (Holligan 2006:545). Limited space and time to conduct their research, afforded by unsympathetic school management cultures, proved to be stress-producing barriers for some of the candidates.

Whether these reactions are anticipated or actually experienced, hostility, derision and lack of support from colleagues are reported as being an issue for some Chartered Teacher candidates. In fear of negative responses from colleagues, at least some of the teachers in each, and every one, of the studies reported that they concealed the fact that they were studying. This 'clandestine behaviour' (Connelly and McMahon, 2007:12) illustrates the influence of the school culture on the formation and performance of professional identities. Neither teacher learning nor the development of professional identities is simply dependent on the teacher him/herself and on the CPD provision. Identities are not internally created; instead individuals claim, assign and reject identities in relation to others (Reeves, 2009:34).

Clearly, reactions from colleagues matter and therefore, could serve to either encourage or discourage teacher learning. Motivations to persist against negative influences will undoubtedly vary. Those who do persist are perhaps more academically buoyant or academically resilient (Martin and Marsh, 2009: 354) because the personal and professional benefits from learning have been so strongly experienced (Convery, 1999; Williamson and Robinson, 2009). Another factor might be teachers' own determination to learn and develop practice. A very strong sense of moral purpose may drive teachers' identities, which, in turn, will steer their professional actions (Day *et. al.*, 2007; Nias, 1996). When new identities are being forged, however, the pathway may be daunting. Drew *et al.*'s (2008) accounts

provide some insight into how they negotiated a short time-limited and location-limited section of their own journeying. To help us better understand the continuous process of teacher learning and professional identity formation, it would have been interesting to know what they brought to the journeying and what had influenced them along the way.

Reeves (2007) identifies that, because the concept and practice of collaborative professional enquiry is so alien to current practice in schools, Chartered Teachers are having to actually invent a professional identity of 'teacher-as-learner'. Through actively forging this identity, and through intentional, collaborative working with others, the Chartered Teachers are ostensibly taking a lead role in educating their colleagues about professional enquiry (Carroll, 2009; Drew *et al.*, 2008). Reeves (*ibid.*) reports that, although the outcomes are yet unknown, there is evidence of resistance. This is attributed to a range of factors, predominantly related to school culture and/or to genuine lack of understanding of the potential of professional enquiry and of the procedures necessary to carry it out effectively. However, such issues in school can be viewed as challenges to be overcome, rather than as insurmountable barriers. In a written assignment, one Chartered Teacher candidate reported that CPE (collaborative professional enquiry):

has proved controversial with the Management Team within my school. Our collaborative work has raised a few eyebrows and my Headteacher has said publicly that our group is just another working party. To counter this I arranged a meeting with the Headteacher and outlined the possible benefits of CPE (Drew *et al.*, 2008: 64)

From their experience of conducting CPE in their schools, Drew *et al.*, (2008: 65) go on to suggest that school leaders and managers need to:

- be committed to and fully understand the process of CPE;
- embrace the displays of teacher activism and not be threatened by them;
- trust and respect the professionalism of their colleagues; and

- confront their own values and beliefs about hierarchy, power and status.

However, they appreciate that it cannot be a one sided affair, recognising that teachers have to assume certain responsibilities. Teachers need to be willing and understand how to conduct professional enquiry effectively and then, to be both able and willing to adopt an informed, activist role. If not, teachers might continue to undermine their own professionalism and by doing so, play into the hands of those who wish to control them (Humes, 2001:10).

Drew *et al.*, (2008), raise issues facing teachers who are located within controlling, performativity-focussed school cultures, which themselves, are manifestations of past and current local authority and national policies. Through their brief examination of some of the relationships between collaborative enquiry; teacher activism and leadership; and improving learning and teaching at school level, Drew *et al.* comment on some existing tensions. They report that carrying out authentic professional enquiry is very different to their experiences of attending school working parties. Working parties are promoted by HMIE (2007b), as a means of encouraging teacher participation, development and voice and are, therefore, commonly employed in many schools as mechanisms to involve teachers in school improvement. They may be employed to distribute leadership or perhaps more accurately, as these teachers accounts suggest, to *appear* to distribute leadership. Drew *et al.* express the opinion that the procedures that take place in working parties are not genuine enquiries, since often the product is believed to have been decided at the outset. They believed that in their schools neither the procedures employed nor the topics addressed within working parties were designed to meet teachers' own learning needs. Nor was teacher leadership necessarily encouraged, since it is reported that promoted members of staff usually led the working parties. Thus, these experiences might reflect the kind of contrived collegiality (Hargreaves 1994) that results from a tokenistic form of distributed leadership, rather than a democratic form that nurtures a genuinely collaborative, professional, learning culture (Woods, 2004; Stoll and Seashore Louis, 2007).

Hargreaves reminds us, that the changes that need to occur do not simply lie within the aegis of the school management team:

From their promising early beginnings, so-called professional learning communities are increasingly turning into something else. Instead of being intelligently informed by evidence in deep demanding cultures of trusted relationships that press for success, PLCs (professional learning communities) are turning into add-on teams that are driven by data in cultures of fear that demand instant results. (Hargreaves, 2007:183)

Headteachers are subject to being driven by data (Ball, 2003; Humes, 2000; Smyth, 2002) and because many also indicate that they believe it appropriate for Chartered Teachers to lead working parties and teams in their schools and to lead practice-based research (McMahon, *et al.*, 2007: 30), it is perhaps even more important that all concerned do understand the ideological and educational purposes of any mechanisms employed to promote teacher learning within schools. If this does not happen, the mechanisms utilised might continue to be viewed, by teachers, as tokenistic. Little is then likely to be achieved in terms of progress in the journey towards all teachers becoming teachers-as-learners. This may be one of the reasons that, in direct contrast to headteachers' aspirations for the contributions Chartered Teachers might make, Chartered Teachers believe that for them to lead working parties would be one of the most inappropriate ways they might contribute (McMahon, *et al.*, 2007: 32). So, if working parties or any other strategies that are aimed at supporting and developing meaningful, productive professional collaboration, and teacher learning are to be successful, then they would need to be conceived and conducted with an informed understanding of, and belief in, their original ideological and educational purposes and potential (Stoll and Seashore Louis, 2007).

Learning from large-scale evaluation

With the exception of McGeer's research (2009), all of the studies I have discussed so

far have been focussed on the period when teachers have been involved in Chartered Teacher study. McGeer's survey sought the views of teachers and headteachers on the Chartered Teacher scheme, as a whole and his report did not include any responses from Chartered Teacher (McGeer, 2009:15). To date, there is only one study that has sought to gather the views of Chartered Teachers post award. Once again, this is not surprising, given that the initiative was only launched in 2003 and that it would take at least a year for teachers to have achieved full status via the accreditation route or a minimum of three years through the academic route. Funded by the GTCS and SEED, an evaluation of the impact of the Chartered Teacher scheme was conducted by McMahon *et al.* (2007), through a national survey of all qualified Chartered Teachers. From a possible pool of 399 qualified Chartered Teachers, 261 responded to the questionnaire (65.4%). Of the 261 respondents, 37 of them also participated in focus groups to explore some of the questions and issues in more depth.

The evaluation carried out by McMahon *et al.*, (*opcit.*) confirmed much of what had been found in the other studies on or with Chartered Teachers, including that:

- most teachers believed their classroom practice had changed since they had begun on the Chartered Teacher scheme (p25);
- a substantial number of respondents who had followed the accreditation route believed that they were already meeting the SCT before they embarked on the programme, some of whom reported that they had learned little from the procedures they had undertaken to achieve full Chartered Teacher status (p26);
- for those who believed they had progressed, postgraduate study was believed to have played a key role in their professional learning (p26);
- teachers who had undertaken postgraduate study and had understood the purposes of professional enquiry and how to conduct it believed that this had been one of the most beneficial and most significant contributions to their professional learning and practice (p8);
- barriers to them practising as teachers-as-learners and contributing to the school and wider educational community included a lack of understanding on the part of school managers and local authorities about the nature and extent of learning

Chartered Teachers had undertaken (p10).

Although the respondents in the national evaluation did not specifically mention it, I believe this latter point raises an important question about how well Chartered Teachers might then be encouraged and supported to further develop and practise as teachers-as-learners.

This evaluative study also provided some new information that is important to consider. High quality CPD will be essential for this goal to be achieved but this may prove to be a challenge since McMahon *et al.*, report that,

(W)hilst CTs demonstrated a strong commitment to the value of professional growth and development; there was criticism of CPD, which was too often pitched at a very low level of expectation and challenge (*op.cit.* p9).

Yet the knowledge, understanding, skills and attributes the Chartered Teachers believed they had developed include:

- self-confidence;
- knowledge and understanding that supports the exercise of effective professional judgement and decision-making;
- empathy, flexibility and responsiveness towards learners;
- the capacity to draw on a wide repertoire of teaching approaches;
- the capacity to continue to develop their practice and
- a disposition to test and adopt innovative and creative approaches to addressing problems in teaching and learning McMahon *et al.* (*op.cit.* p8)

There is then an inference that many of these attributes had been developed through Chartered Teacher study, since 82.7% responded that they had become more positive about the value of CPD since they had launched into their Chartered Teacher study. It is essential that all aspects of Chartered Teacher initiative are scrutinised and evaluated in terms of quality of provision and for impact on all concerned. But we

must be very careful not to convey the idea that the teachers who have participated in the scheme have emerged from it, in the ways that they have, just because of what they have experienced during the period of time they studied on a Chartered Teacher programme. It is highly unlikely that Chartered Teacher study will have been the sole key influence on progress achieved.

Insights gained, insights to be sought

Those studies that produce some detailed analysis of teachers' actual journeying provide the richest insights about processes, and not just the outcomes. To appreciate the ways in which the social situatedness of individual teachers has affected them during their Chartered Teacher study, the teachers' own accounts proved particularly helpful (Drew *et al.*, 2008; Dunlop *et al.*, 2008). From their accounts, we learn about a specific period in time, and a certain set of related events, their reflections on the process, the impact on themselves and/or pupils; colleagues and/or school community, all bounded within the period in which they each carried out their individual enquiries and their reflections on them. What is not made available, however, is an insight into any of the other episodes that may have been influential in their journey to becoming teacher-as-learners. There is no acknowledgement that personal or professional experiences outwith the time period of engaging with Chartered Teacher study might have influenced, or is continuing to influence, their learning journeys. Indeed, other than mentioning that some teachers who had followed the accreditation route had already undertaken postgraduate study none of the Scottish studies have considered how professional learning experiences outwith those directly related to Chartered Teacher study may have contributed to their achievement of the award.

Teacher development is a *continuous* process and is not something that occurs in a vacuum over a fixed period of time or a set of CPD events, and then is complete (Day *et.al*, 2007; Kelchtermans, 1993). The past present and future are always at play in the ongoing process of professional development and to simply look at the experiences of teachers during or after a particular CPD experience, such as

Chartered Teacher study, ignores continuities and discontinuities within the journeying teachers have already done and aspire to do. To date, research on, or with, Chartered Teachers has only focussed upon either the period of time during CT study or that, following it. There are, then, no published studies that have considered that Chartered Teachers will have started their journey to becoming the teachers they now are, prior to CT study; and therefore, any influences that these historical experiences might have had on their journeying have not yet been researched. The study reported in this thesis has set out to address this gap, by inviting teachers to identify, for themselves the periods that they believed to have been significant to their becoming and being teachers-as-learners.

Taking the findings from all of these Scottish studies into account it is clear that there are many possible factors that could influence teachers' journeying to becoming and being teachers-as-learners. The motivations that drove individual teachers to engage in professional learning appear to have influenced the nature and extent of their learning. But what professional and personal life experiences and dispositions have contributed to those motivations? Can low motivation be transformed into high motivation? If so, how might this be achieved? Another significant barrier to progressing teachers' learning and practice appeared to be poor quality of provision for CPD. But, what was it about the provision that made it so ineffective for the teachers who reported it as so, and why was it like that? What constitutes CPD that Scottish teachers have already found effective in progressing their professional learning and practice? The context in which teachers worked also figured as influential. School culture and the practices allowed therein played their part. Sometimes this was in ways that detracted from teacher learning. What are teachers' experiences of this and in what ways does it affect them, their learning and their practice? Headteachers' leadership and management beliefs and action are undoubtedly highly influential in the ways in which school cultures develop but so too are the other players within that culture. Drew *et al.*, (2008) offered us valuable insight into how one particular situation was negotiated so that teacher learning might be progressed but there will be many different stories with different endings. What other stories do teachers tell about how the school culture and the wider policy

context influence their journeying to becoming and being teachers-as-learners? Who else might influence their journeying? Why? In what ways?

Most of the studies carried out so far have been conducted *on* Chartered Teachers rather than *with* them and so the questions that researchers have believed to be the most important ones to ask have been privileged. The responses received have provided an amount of useful information but this has been predominantly related to outcomes. To inform any strategy that aims to encourage and support all teachers to become and be teachers-as-learners, we would need to understand more about the processes involved and about the influences that might come to bear on the teachers as they negotiate the journeying. So, in terms of what they viewed as significant to their journeying, this study set out to encourage Chartered Teachers to identify and explore not only influences over time, but also, some of the processes involved.

To develop my own breadth and depth of understanding about what might be involved in encouraging and supporting all Scottish teachers to become and be teachers-as-learners, and to inform my analysis of the teachers' storied accounts, I widened the scope of my review of the literature.

A sociocultural view of teacher learning: influences and outcomes

There are many factors that might influence whether, how, and to what extent, any teacher becomes a teacher-as-learner. Key influences are recognised to be:

- the nature and quality of CPD that teachers experience (Borko *et.al.*, 2002; Boyd, 2005; Bredeson, 2002; Darling Hammond and Sykes, 1999; Eraut, 1994; Kelly and McDiarmid, 2002; Pedder *et.al.*, 2005; Pickering, 2007);
- the teacher, as an individual (Craig, 2003; Dadds, 1993, 1997; Desforges, 1995; Farber, 1999; Hashweh, 2003; Nias, 1989; Papert, 2001)

- school context (Davies, 2005; Forde *et.al.*, 2006; Hargreaves, 1999; Little, 1999; Reeves, 2007; Scott, 2001; Stoll, 1992);
- global, national and local policy contexts (Bolam, 2000; Ball, 1994; Humes, 2001; Kennedy, 2007; Troman, 1996; Reeves, 2007; Whitty, 2000).

Teacher learning, like all learning, is a highly complex process in which it is difficult, if not impossible to attribute to any isolated, individual factor (Hoban, 2002; Sugrue, 2002). Teachers do not practice in isolation of the environments in which they work, they are situated within them constantly interacting with them. Simultaneously they constantly affect and are affected by the people, setting, events and practices they negotiate every day (Davis *et al.*, 2006; Kelly, 2006). I adopt a socio-cultural view of teacher learning and throughout this review of the literature, I argue for my stance.

I begin by considering why the nature and quality of CPD experience might prove so influential and what is already known that might best inform policy and practice.

In their descriptions of teacher professional learning and development, the words different authors choose are likely to indicate their underpinning beliefs about, and understandings of, the purposes and processes involved (Solomon and Tresman 1999; Ovens, 1999). I believe that we should question any documentation that talks about staff ‘training’, a term often collocated with other verbs such as ‘impart’ or ‘transmit’ or ‘deliver’. These suggest an underpinning, top-down view, in which it is already decided for the learner, when, how and why the knowledge is to be passively received and learned. ‘Development’ is then imposed on and done *to* teachers. They are then identified or positioned as technicians (Graham 1998; Grimmer and MacKinnon, 1992) rather than as the self-motivated learners and agentic professionals who are required for effective education in the 21st century (Fullan, 2007; Hargreaves, 2003; Sachs; 2003b; HMIE, 2009a). Of course, depending on the knowledge, understandings, skills and dispositions of all those involved, a technicist approach could be provided and/or experienced whatever name is given to the CPD

activity, and particularly when CPD is often used as an all encompassing term.

The term ‘effective’ is often used in relation to professional development, as an actual or anticipated outcome. I recognise that terms like ‘effective’, ‘professional’ ‘learning’ are, of course, contentious in meaning. The meanings ascribed to these terms and therefore how they are actually translated into practice, will likely be very different not only for different groups, including policy makers, practitioners, CPD providers, but also for individuals within these different groups (Burr, 1995; Harré and Langenhove, 1999). Factors influencing how these terms are interpreted are manifold, including those related to power, ideological position, prior experiences, knowledge, skills, understanding and criticality (Edwards *et al.*, 2004; Garman, 1995; Gee, 2005; Moore, 2004). So, to stretch beyond issues of nomenclature to those of substance, certain important and difficult questions should be considered in relation to *any* form of CPD, formal or informal. These would include questions such as: why? For what and whose purposes is the CPD provided/undertaken (Nieto, 2003)? What view of the teacher is conveyed (Ovens, 1999)? How is professional learning promoted (Pickering, 2007)? What might be involved before, during and after the particular CPD event or set of experiences (Loucks – Horsley, 1998)? What are the outcomes, and for whom (Harland and Kinder, 1997)? How do we know the nature and extent of the outcomes (Guskey, 2000)? What should happen next and why? In what way is CPD viewed as a process rather than a set of discrete events?

Professional development needs to be ongoing and fit for the purpose of supporting teachers to become, and to continue to be, teachers-as-learners, a point that is generally endorsed by teachers themselves (Jensen, 2007:491). The quality of CPD is crucial, but the track record is not good. The historical lack of success, in terms of sustained impact on professional learning and practice, is well documented (*e.g.* Conlon, 2004; Gravani, 2007; Hargreaves, 1994; Hayward *et al.* 2004; Hilliam *et al.*, 2007; Reeves *et al.*, 2002). Fullan (1993:253) summarises some of the key issues:

Professional development for teachers has a poor track record because it lacks a theoretical base and coherent focus. On the one hand, professional development is

treated as a vague panacea...on the other hand; professional development is defined too narrowly and becomes artificially detached from 'real time' learning. It becomes the workshop, or possibly an on-going series of professional development sessions. In either case, it fails to have a sustained, cumulative impact. (1993:253)

Seven years later, Guskey (2000:4) laments on the continuing, dismal pattern of failure:

How can it be that something universally recognised as so important also can be regarded as so ineffective? ...many of the professional development experiences in which educators engage are meaningless and wasteful. Many are not well planned and supported. Others focus on ideas that are faddish and not based on well-documented research evidence. Still others present ideas that may be valuable but are impractical to implement because of insufficient resources or a lack of structural support.

And even more recently, Fullan (2007) is no more optimistic when he reports that, despite the vast sums of money that have been spent on teacher learning, provision continues to promote intellectual engagement at only a superficial level. As a result, any changes in practice that do occur, are often transient and affect only the teachers' 'craft knowledge' of 'how to' (Ovens, 1999). This is what I call a '*tips and take aways*' kind of learning in which teachers leave with ideas or materials to use in their classrooms, simply adding them into their daily teaching toolkit. Or it might be that the '*Postman Pat*' model (Boyd, 2005:40) has been employed in which teachers are given programmes of work to implement and left to work out for themselves on what learning theories the approaches promoted might be based. For example, most, if not all, of these programmes comprise photocopiable worksheets or pages of exercises to be carried out, inviting the belief that if teachers simply provide clear instructions about how these activities are to be completed, then their pupils' learning will somehow be progressed. Or, perhaps worse still, teachers might also be provided with a script and clear instructions on how to deliver the programme, thus

contributing to what Hargreaves (2003) aptly terms the '*karaoke curriculum*'. Such approaches appear to be grounded in a behaviourist view of the pupil-as-learner, and indeed, the teacher-as-learner. Rather than being viewed as intelligent, sentient autonomous professionals, the teachers are positioned as technicians, who are required to receive the pedagogical practice, remember it and, to refine their existing teaching skills, apply it.

There are however, many possible reasons why teachers might employ some of the 'tips and take aways' or adopt the parts of the programme that fit in with their existing and individual values and beliefs about, and practices in, learning and teaching. This is what Harland and Kinder (1997: 73) call *value-congruence*, a condition, that they say, is essential for *any* real change in teachers' practice to occur. It may also be that teachers are adhering to school/local authority policy and /or that the materials are a great deal more attractive, and seen as easier to administer, than those they are already using. It may even be that this is what many teachers believe they need and want (Gravani, 2007). If teachers understand why an approach is likely to promote learning, they are more likely to successfully adopt that approach (Convery, 1999; Friedman and Philips, 2004). But, the 'knowing why' is not meaningfully considered in such transmissive forms of CPD (Purdon 2004) and reflective rationality is therefore not encouraged (Ovens, 1999:280). As a result, teachers often feel they are the objects rather than the subjects of change. This kind of CPD will, then, not support teachers to become and be teachers-as-learners, who know and understand, not only how to effectively carry out professional enquiry, but also why it is believed to be necessary for effective learning and teaching. Nor will this kind of CPD promote and develop the critically informed agency required to meaningfully enact a democratic form of professionalism (Reeves, 2007). There is a considerable body of research (comprehensively reviewed in Wilson and Berne, 1999) that indicates that teacher learning ought not to be bound and *delivered* but rather *activated*. It is not an event. It is a process. When CPD is delivered and received as an event, it is unlikely that significant change, involving personal and professional growth will occur (Clarke and Hollingsworth, 2002; Wilson and Berne, 1999:194).

For such significant growth to occur and for there to be any impact on practice, Harland and Kinder (1997) argue that CPD should aim to achieve eight sets of outcomes. Conlon (2004), like many other researchers (e.g. Burchell *et al.*, 2003; Goodall *et al.*, 2005; Davies and Preston, 2002; Mushayikwa and Lubben, 2009) have used Harland and Kinder's model of nine outcomes to consider or evaluate CPD provision. Conlon created a simple figure to illustrate the hierarchical nature of these outcomes (see figure 2.1).

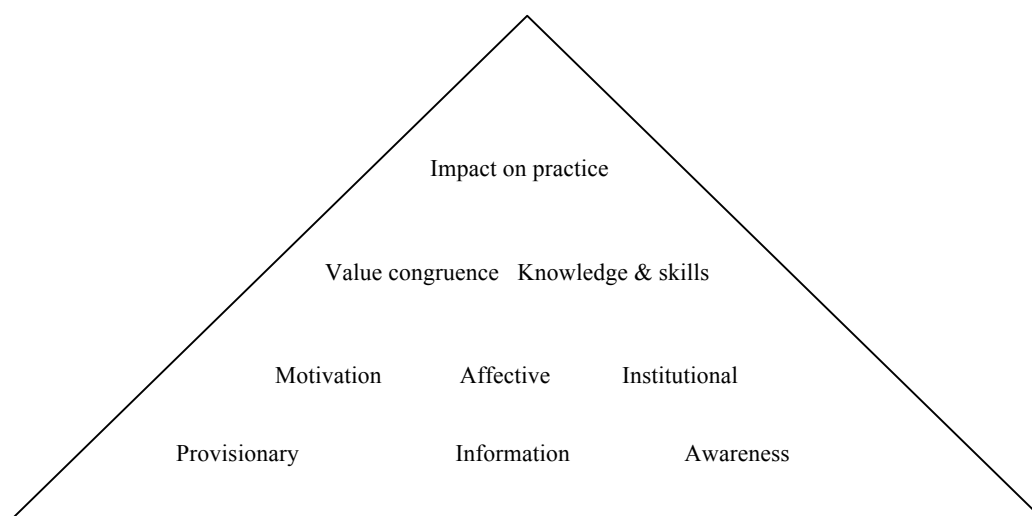


Figure 2.1 Hierarchy of Outcomes

(Conlon, 2004:118, adapted from Harland and Kinder, 1997)

It can be seen from this figure that the three categories of outcome: *provisionary* (e.g. procurement of new materials or resources), *informational* (learning about background facts and developments to the initiative being promoted) and *new awareness* (of subject content knowledge and related pedagogical knowledge, including ‘tips and take aways’) are positioned at the base of the triangle. This represents the fact that they are viewed as constituting the simplest to achieve and, therefore, likely to be the least sustainable level of outcome. Changes in what teachers *do* might occur, but what they think, understand or believe are unlikely to be challenged. It is improbable that learning is activated.

The next level up comprises *affective outcomes* and motivational *and attitudinal outcomes* (both resulting in either a positive or negative response to what is being promoted, which then directly affects the likelihood of adoption). This recognises that the individual teacher and what each brings to the learning will affect the transaction and the outcomes.

There also need to be *institutional outcomes*, whereby change is effected throughout the school, not just in one or two isolated classrooms. To help develop the shared meanings and shared understandings necessary for institutional change, collaborative, consensual and mutually supportive practices must be valued and supported. Here, the teacher is accepted as an actor within the social and cultural environment of the school.

Moving up another level, are the outcomes of *value congruence*, which I have explained above, and *knowledge and skills*. Harland and Kinder (1997:75) define this category as the development of deeper levels of understanding, critical reflexivity and theoretical rationales with regard to both curriculum content and pedagogy. These are all essential outcomes if teachers are to be effective professional enquirers.

Finally, Harland and Kinder suggest that *impact on practice* is the ultimate outcome. Whilst I agree that impact on practice is undoubtedly a desired outcome, it is not explicitly stated that actually the ultimate impact has to be on the children and their learning. This is an important omission. It is not enough to achieve all of these outcomes if the practice that results proves to be ineffective in progressing pupils' learning or in enhancing the quality of their learning experience. It cannot be simply assumed that this will automatically transpire. To effectively plan for progression in pupil learning teachers need to know and understand the nature and extent of the learning actually achieved. Guskey (2000) identifies that evaluating CPD in terms of impact upon children is a relatively recent phenomenon, but that it can bring tremendous change to professional development. He stresses the importance of maintaining a focus on pupils' learning when planning and evaluating provision for teachers' professional development. Goodall *et al.*, (2005:11) agree, although they

have found little evidence of it happening in practice. From anecdotal and course evaluation evidence gleaned in the course of my work in staff development in local authorities and on the CT programme, teachers report dissatisfaction with the majority of CPD provision to date and identify that it has had little, if any, sustained impact on their practice. Interestingly, they also report that I have been the first person to inquire about what sustained impact any CPD has had on them, their practice and their pupils. That this question has not been raised in day-to-day practice is certainly surprising, but even research on teacher learning does not seem to have made this a central focus (OECD 2005:220). Robinson and Seba, (2004:1) report that the large majority of research, has provided evidence of improvement in teachers' knowledge, understanding and practice rather than of improvements in children' learning.

Enhancement of children's learning through enhancement of teacher learning is the goal but there are, as Fraser *et al.*(2007) identify, a range of purposes that CPD might serve. Decisions about what might be the most suitable structure, content and learning processes to incorporate will depend on for whose purposes, and for what learning aims the CPD is intended. For CPD to be fit for the purpose envisaged, the purposes and intended outcomes require to be lucidly defined and then understood by all concerned (Black, 2009). The intended outcomes should then be used to inform systematic planning and evaluation of the provision. Evaluation should be planned at the outset and not as an afterthought, as is generally the case (Conlon, 2004; Guskey, 2000).

The value of evaluating CPD

Easterby-Smith (1994:15), identifies four general purposes for evaluation:

- to learn
- to improve
- to control
- to prove

For quality assurance purposes, two sets of procedures could be included, those designed to *control* or monitor the efficiency of the implementation; and those that set out to *prove* or to provide evidence that the design, delivery and outcome of a staff development event or process are of value. Evaluation that sets out to *prove* can also be used to try to justify costs involved. It is more likely to provide considerable summative evidence on ‘the what’ (about what took place or resulted), but produce a limited scope of formative evidence on the details of ‘the how and the why’ the results are, as they are. For this kind of formative information, evaluation procedures that seek to learn and improve need to be well thought through at the outset and conducted at important intervals throughout the implementation (Easterby-Smith, *op.cit.*; Newby, 1992).

Although the critical importance of systematic evaluation of provision for teacher CPD was identified in the 1990s (*e.g.* Easterby-Smith, 1994; Newby, 1992; Harland and Kinder, 1997) it has really only recently become a focus in Scotland and other parts of the UK and is certainly not yet established as regular practice (Goodall *et al.*, 2005; Robinson and Seba, 2004).

CPD facilitators should model best practice (Bredeson, 2002; Loucks-Horsely, 1998; Piggot-Irvine, 2006), therefore, to evaluate CPD provision meaningfully and to ensure that future provision can be tailored to meet interests and needs, it is surely crucial for them to ascertain the nature and extent of the impact achieved on learners. And, rather than just ask learners to record what they did or did not learn or enjoy, there is a need to know why, for what reasons. Knowing why, as well as whether, changes to learning and practice do or do not occur is crucial to evaluating the effectiveness of the provision. So, finding out what it is about the provision that learners believe supports or does not support their learning is necessary, particularly if we want to learn more about the processes and support required for individuals to become and be teachers-as-learners. Arguably, this range and depth of evaluation should not be optional, given the historical lack of success of CPD provision in terms of impact on professional learning and sustainable change in practice (Christie and O’Brien 2005; Conlon, 2004; Gravani, 2007; Guskey, 2003; Hargreaves, 1994;

Hayward *et al.* 2004; Hilliam *et al.*, 2007; Reeves *et al.*, 2002). Whether the provision is via a Chartered Teacher programme or any other CPD, the desired outcomes should formulate the basis for evaluation. This means that the evaluation design should be included in the planning stages of any course, before the course begins and not after it, as is usually the case (Goodall *et al.*, 2005; Loucks-Horsley *et al.*, 1998).

To maximize the potential for CPD provision to be relevant to teachers' own experience and learning needs, they should be involved in the structure, design and evaluation of their learning (Robinson and Seba, 2004). However, such strategic and well thought through planning, although essential, will not necessarily mean that the CPD provision is effective, the implementation stage is also crucial.

The level of knowledge understanding and skills that facilitators of teacher learning exercise throughout the provision is likely to influence the outcomes (Loucks-Horsley *et al.*, 1998; McCarney, 2004). They too should perhaps practise professional enquiry to perpetually inform, question and develop their own practice. They need to become and be facilitators-as-learners. The extent to which they adopt a critical view and understanding of the nature and purposes of the provision is likely to influence the ways in which they participate. This may then avoid CPD being delivered as a task-led event rather than a process-led programme. To meet the needs of the individual learners the facilitators would not only require to have a strong knowledge and understanding of the processes and content under focus (Ball *et al.*, 2008) but also a developed understanding of how teachers, as adults, best learn (Daines *et al.*, 2006). Individuals learn in different ways, at different paces and benefit from different kinds of support and what the teacher already knows, understands, believes, does and says is important in the learning process (Pajares, 1992). A key factor in promoting a closer relationship between innovation and positive change and teacher learning, is to explore ways of finding out where teachers are in their understanding and practices in relation to the particular aspect to be developed, and to build from there (Hayward and Hedge 2005:71). Learning is much more complex than simply the acquisition of new information that is 'tacked on' to existing knowledge. It involves cognitive restructuring (Desforges, 1995). Existing knowledge is used to

make sense of new information and so facilitators need to acknowledge, respect and build upon learners' experiences and meaning systems (Jarvis, 1995:103). These meaning systems are co-constructed over time, throughout teachers' professional and personal lives. So at varying times and in ways that will be unique to each teacher, many, many factors will impinge. To appreciate the highly complex meaning systems that individual teachers co-construct as they interact with the people and the environments they encounter and the practices they then enact is not a simple task. In an attempt to explain the ways in which teachers develop Berliner (2001) offers categories defined according to levels of experience in the classroom.

Teacher learning

Berliner (2001) proposes that there are five stages in a teachers' development. He defines the stages by length of experience and claims that teachers display certain characteristics and behaviours accordingly. Using Berliner's terms, he purports that development starts from *novice*, moving incrementally, through each of the following stages: *advanced beginner*, *competent*, *proficient* and finally, the stage of *expert*.

Berliner's view has been explicitly challenged. Argued to be both theoretically and pragmatically over-simplistic (Desforges, 1995:388; Day, 1999:68), such linear models of teacher development have been discredited. They appear to be based on a deficit view of the teacher, who is afforded little or no agency in his/her own development. Desforges (*op.cit.* p385) points out that what are provided are purely descriptions of the behavioural differences between each stage but, that there is nothing about the processes involved in the changes that occur, nor is there consideration of the implications for pupils and their learning. The situatedness of teacher learning and complexities therein are not recognised (Hoban, 2002; Kelly, 2006; Leat, 1999). The teachers as people, as individuals, how they view themselves and how they are seen by influential others, personally and professionally, is not at all considered. Different studies carried out by Hargreaves (2004) and Day *et al.*, (2007) suggest that the professional phases through which teachers move can be influential on teachers' learning and practices but that they do not necessarily, determine the outcome. Day confirms this and raises an important, yet undoubtedly thorny, issue of

intellectual capacities:

Age, life period, and years of experience can help explain key issues in a teacher's life and career, but they are not enough to explain *how* a teacher will participate in a chosen staff development activity. This will be based on cognitive-developmental stages which are not necessarily related to age or career cycle (Day, 1999:64).

Day (citing Oja, 1989, *ibid.*) uses the term 'cognitive development' to include teacher's moral and ethical attitudes, beliefs and actions; intrapersonal and interpersonal understanding and skills; conceptual knowledge and understanding and a tolerance for paradox, contradiction and ambiguity, and finally the ability and propensity to critically reflect on all of these. There is wide agreement that all of these are all important to becoming and being a teacher-as-learner (Loucks-Horsley, 1998; Piggot-Irvine, 2006; Putnam and Borko, 2000), but whether or not the term 'cognitive development' best describes these facets, or whether there are indeed definable *stages*, is an argument I will not pursue in this study. But, I will refer to each facet by its own name rather than use Oja's term because, like many other educationalists (Claxton, 2007; Collins *et al.*, 2002; Pollard, 2008), I do not believe that intellectual capacities are fixed in terms of potential or as stages, or solely attributable to cognitive functioning, as Oja's term suggests. This is not to deny that the cognitive processes involved in teacher learning should be central considerations in the planning, implementation and evaluation of any CPD provision that aims to engender a learning disposition (Desforges, 1995; Eraut, 1994; Hashweh, 2003; Hall *et al.*, 2006; Le Cornu and Peters, 2005; Stenhouse, 1975). In fact, Pickering (2007) and Pui-wah (2008) stress that metacognitive processes need to also be considered.

Daly and Pachler (2007:66) call metacognitive processes '*metalearning*', which includes, identifying for oneself what is known and understood, knowing how best to seek and construct new understandings and constantly monitoring and evaluating the nature and extent of one's own progress in learning (Wray, 1994; Wall and Higgins, 2007). Throughout the processes involved in teacher learning, *metalearning* plays an

important role (Gibbs, 2003; Hammerness *et al.*, 2005; Kimonen and Nevalinen, 2005; Ross and Regan, 1993) and such metacognitive control is pivotal in the process of productive, deliberative reflection involved in reflection ‘out of the action’ (Eraut, 1995) or about action (Schon, 1987).

I purposely differentiate between types or depths of reflection, heeding Day’s (1999:38) advice that, simply to advocate reflection in, on, out of, or about, action as a means of learning provides no indication of the depth, scope or purpose of the process. Reflective practice and the many and various expressions related to it, appear in almost all of the literature that is concerned with teacher learning, including current policy. What is understood by such terms when they are translated into practice and, for which purposes the envisaged practice is valued are, however, crucial to the eventual impact on teachers’ learning.

Wellington and Austen (1996:312) identify five different orientations to reflective practice:

1. Immediate
2. Technical
3. Deliberative
4. Dialectic
5. Transpersonal

The technical is viewed to instigate little or no engagement with meaningful reflection and therefore could be anticipated to achieve little or no impact on developing a teacher-as-learner. This is akin to Schon’s (1987) idea of reflection in action. Convery (2001:138), drawing on his own first hand experience as a teacher-as-learner confirms that reflection in action is only at a superficial, technical problem solving level and unlikely to affect professional identities.

Wellington and Austen (*op.cit.*) differentiate between technical and deliberative viewing, the former as systems-oriented and the latter as people oriented, but class both categories as reflecting to maintain current equilibrium, in practice and politically. Zeichner and Tabachnik (2001:74) agree with the nature of these approaches, but label them differently, as ‘a social efficiency version’ and ‘a

developmentalist version', respectively. They all however, believe that these forms can impact on a teacher-as-learner, but not necessarily produce wider impact. To achieve this, they all agree, requires the next level of reflection to be engendered and practised.

The dialectic and transpersonal levels are seen to have a critical, transformational purpose. To exercise this form of professionalism would require teachers, in critically informed ways, to challenge, and work towards changing the status quo for the better of the system, society and the people within. Zeichner and Tabachnik (*op.cit.*) favour this social reconstructionist version. This is the type of reflection that would be required to fulfil Sach's (2003b) ideal of an activist professional or Lingard's (2009) concept of achieving productive pedagogies through teacher and systems learning. It is the type that has the greatest potential to make a difference to society. It is, therefore, arguably the most difficult to successfully develop and enact. Whichever model is envisaged, Gore and Zeichner (1995:204) warn against succumbing to the illusion that teacher development is taking place just because teachers are encouraged to be, or even demonstrate that they are being, more deliberative about their actions. They advise that within this process, teachers might be reinforcing practice that is less than helpful, or even harmful, to learning, which is why they argue that supporting teachers to learn about, and to participate in, action research or professional enquiry which has emancipatory goals, should play a central part in developing teachers-as-learners.

There are considerable and critical differences between the thoughtful action and reflective practice that teachers have been expected to demonstrate throughout their careers, over at least the past two decades (Tripp, 1993), and the practice involved in professional enquiry that systematically leads to critically considered, evidence-informed action. Professional enquiry also is underpinned by systemic thinking, thereby encouraging recognition and exploration of the many complexities involved in learning and teaching (Radford, 2007). And, when properly understood and carried out well, it has the potential to change participating teachers *and* the colleagues with whom they work (Hall *et al.*, 2006:163). Professional enquiry is then widely seen as an approach to teacher learning that will impact not only on the teachers themselves

but also on the children they teach and the society in which they live and work.

To develop and implement Curriculum for Excellence with its central focus on learners and process-led rather than content-led learning, the recursive, cyclic, learning and feedback processes involved in professional enquiry seem particularly apt, if the benefits identified by Elliot and Sarland (1995) are realised. They suggest that when teachers engage in ongoing professional enquiry, it can:

- enable teachers to bring about fundamental changes in pedagogy and curriculum and thereby significantly improves the quality of students' learning experiences in educational institutions;
- improve the quality of professional discourse in schools about educational problems and issues;
- enable teachers collaboratively to develop the curriculum;
- improve the utilisation of research findings in educational institutions;
- improve upon the findings of outsider researchers and enables teachers to make an original contribution to the development of educational knowledge;
- enable teachers to improve the theories which underpin their practices, and thereby to contribute to the development of educational theory;
- impact upon the longer term professional development and careers of individual practitioners, after their involvement in projects, courses, or research degree supervision has been discontinued;
- impact upon the development of educational institutions and agencies as learning organisations for the teachers who work in them as well as for their students;
- improve the capacity of teachers and schools to manage creatively externally driven educational change in ways which are consistent with their professional and personal values;

and

- enhance the capacity of teachers to account for their practices in ways which open them up to public scrutiny and debate (Elliot and Sarland, 1995: 372)

Whether and how teachers adopt an approach that privileges professional enquiry as a means of continuous professional learning and of effective teaching, may well be

reliant upon the nature and quality of CPD they encounter to engender the knowledge, understanding and skills essential to carry out ethical, meaningful enquiry. This is not to suggest that a purely cognitivist approach to teacher learning should prevail in which the teacher-as-novice to professional enquiry simply needs to learn the requisite body of knowledge and then apply it in practice (Kelly, 2006:508). This might imply that all that is required is to provide the 'right kind' of CPD, but this, as Ovens points out, would be folly:

What seems to be certain is that there are no infallible recipes for getting teachers to turn their experience into desired professional knowledge or to apply new knowledge to practice. There are no sure prescriptions for creating the right kind of ...teacher. There are no formulaic solutions to be imposed dogmatically and hierarchically on the enterprise of teacher professional development and no pre-determined specification of outcome or product which could possibly fit all circumstances (1999:286).

The multitude of circumstances possible is partly to do with the individuality of each teacher and partly to do with the contexts in which teachers operate (Kelly, 2006). I will consider each of these factors, in turn.

Teachers as individuals

Each teacher is an individual, whose unique mosaic of past and present experiences, attitudes, beliefs and accumulated understandings will mean that professional identities and professional learning will be negotiated and enacted in unique ways (MacLure, 1993; Sloan, 2006; Van Eekelen *et al.*, 2006; Wellington and Austen, 1996). Highlighting the co-constructive process of identity formation, Kelly explains that:

...teacher identities are neither located entirely within the individual nor entirely a product of others and the social setting. They can be regarded as the ways in which practitioners see themselves in responses to the actions of others towards them; that is they are

constantly changing outcomes of the iteration between how practitioners are constructed by others, and how they construct themselves, in and away from social situations (Kelly, 2006:513).

Thus, throughout day-to-day living, professional identities are influenced by personal, social and cognitive and emotional responses (Flores and Day, 2006:220) to interactions with people and texts (Muspratt *et al.*, 1997; Schirato and Webb, 2004). The ways in which teachers are portrayed in policy texts and in media texts can exert considerable influence and often, evoke an emotional response from teachers (Jeffrey and Woods; 1996).

That emotions play a powerful part in both identity co-construction and in the learning process is widely recognised. (Dadds, 1993, 1997; Nias, 1996; Reio, 2005; Van Veen and Slegers, 2006; Zembylas, 2003). Emotions are invoked by, and expressed through, personal and professional circumstances and relationships. Hargreaves (2005) names these 'emotional geographies' which, he suggests, consist of:

...spatial and experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and colour the feelings and emotions we experience about ourselves, our world and each other (2005:968).

Each person's distinctive, emotional map will itself be constantly changing and, in turn modify and be modified by personal and professional interactions. Thus, stability might be either maintained or flux invoked, depending on the degree of upheaval and personal capacities to cope with it.

The ways in which, and the extent to which, teachers will be open to the turmoil generated by professional development that involves significant learning, change and possible identity reconstruction may depend on teachers' own personal and professional lives; their capacities to take risks and to tolerate ambiguity (Leat, 1999:392); their passion, enthusiasm and sense of moral purpose (Day, 2004) and

their resilience and their beliefs about themselves (Farber, 1999; Kelchtermans, 1996, 1999). When teachers believe they **can** learn and/or act, this is related to *self-efficacy* (Gibbs, 2003). Leat (1999:399, citing Soodak and Poddell, 1996) further explores the concept of efficacy, adding *outcome efficacy* and *teaching efficacy*. *Outcome efficacy* is the belief that the approach will have desirable effects. However, knowing that acting in certain ways is likely to result in specific outcomes does not necessarily motivate teachers to act in this way (Gibbs 2003:3). Loucks-Horsley *et al.*, (1998:29) agree, and suggest that, there first has to be dissatisfaction with existing practice. *Teaching efficacy* is the plausibility factor, the belief that barriers can be successfully overcome to make it work in practice (Leat, *op.cit.*). The ability to critically reflect, to create and seize opportunities and to find ways to overcome barriers is then, vital to learning. Reinforcing Gibb's observation that, just because teachers are able to, or know that it would be beneficial to practise in certain ways, Dottin (2009:86) distinguishes between the ability and the inclination or disposition to do so.

Day *et al.*, (2007) also argue that disposition is only a propensity to act, and so to ensure action is taken, there has also to be commitment. Even then, commitment, however well disposed teachers may be, is not always possible, especially when adverse personal or professional circumstances overwhelm (Hargreaves, 2005; Van Veen and Slegers, 2006; Woods, 1999). Teachers' commitment will, then affect and be affected by, all of these three forms of efficacy: their disposition; their professional identities and their emotional geographies; These will in turn affect and be affected by the nature, extent and quality of professional learning. This perhaps begins to illustrate some of the complexity involved.

The school and the wider context

It might appear that if CPD provision were to be effective in enabling teachers to adopt professional identities of teachers-as-learners then the vision would be achieved. But, the power to enact *being* teachers-as-learners does not lie solely with the teachers as Drew *et al's* (2008) study illustrates. At a micro level of influence, the unique school contexts in which teachers function are almost guaranteed to shape

the outcomes (MacGilchrist *et al.*, 1997; Morrison, 2002; Stoll, 2009). The context of the school includes how it is structured and functions as an organisation, with all of its people and the relationships amongst them creating its own particular, inherent culture. Culture is not fully determined by the leadership and management of the school, but undoubtedly, it plays a very significant role (Coleman, 2003; Deal, 2005; MacBeath and Myers, 1999). Teachers, in the large-scale VITAE (Variations in Teachers' Work, Lives and their Effects on Pupils) longitudinal study, identified that the quality of leadership, both at school and departmental level, relationship with colleagues and personal support are major factors in the sustenance of their commitment and, ultimately, their motivation to remain in, or to leave, a school (Day *et al.* 2007:155). O'Neil (1994:293) advises that the influence of the teachers' work context cannot be underestimated and that many educational reforms have collapsed or been absorbed without effect, mainly because of the limited attention given to the organisational contexts in which the reforms have been attempted.

Schools, as organisations, are located within Local Authorities, each with their own nested set of organisational cultures and particular practices. This is a meso level of influence. At a macro level of influence national policies impinge on the micro level, most often via the meso level. And, of course, national policy responds to global pressures, which are political, economic, cultural and technological in character (Humes and Bryce 2008:108). When considering a CPD strategy to implement Curriculum for Excellence (Baumfield *et al.*, 2009), none of these levels can be either ignored or considered as unimportant as Gewirtz and her colleagues observe:

...in order to understand the working lives and identities of teachers we need to pay attention to the climates within which those lives are lived and out of which those identities are constructed; and... anyone interested in enhancing professional learning needs to attend to the policies, and the teacher identities and subjectivities, which can make enhanced professional learning possible or constrain its realisation (Gewirtz *et al.*, 2009:16).

To begin to recognise and appreciate the utter complexity involved in teacher learning, a socio-cultural view should, therefore, be adopted (Davis *et al.* 2006; Flores and Day 2006; Kelly, 2006; Knight, 2002; Fullan, 2007; Gravani, 2007; Hargreaves, 2003; Hoban, 2002; Loucks- Horsley *et al.*, 1998; Smyth, 2007). In this study I take this stance. I recognise that the teacher is a situated actor and that the school and wider contexts will undoubtedly influence teachers' learning journeys. At the outset of this chapter, I also introduced CPD as another factor or element that has the potential to play a significant part in teachers' learning journeying.

In summary, I have identified that there are likely to be three elements that could be key in teacher learning: the CPD experiences, the individual teacher as person/professional and the school/work context. Because these three elements interact in interdependent ways, and because the interactions that take place are dynamic, I adopt the term *coevolution* (Kazemi and Hubbard, 2008). Using the term coevolution allows me to convey, in one word, the complex dynamic processes at play. I have recognised that the wider policy context will undeniably influence what happens in each of these three elements (Humes, 2001; Whitty, 2000). With individual teachers as the final arbiters, it is the complex interactions that take place across these three elements that will influence, most powerfully, the nature and extent of the impact of any policy initiative. To illustrate the dynamic nature of these elements and how they are situated within the macro policy context, I have created a simple diagram (see figure 2.2).

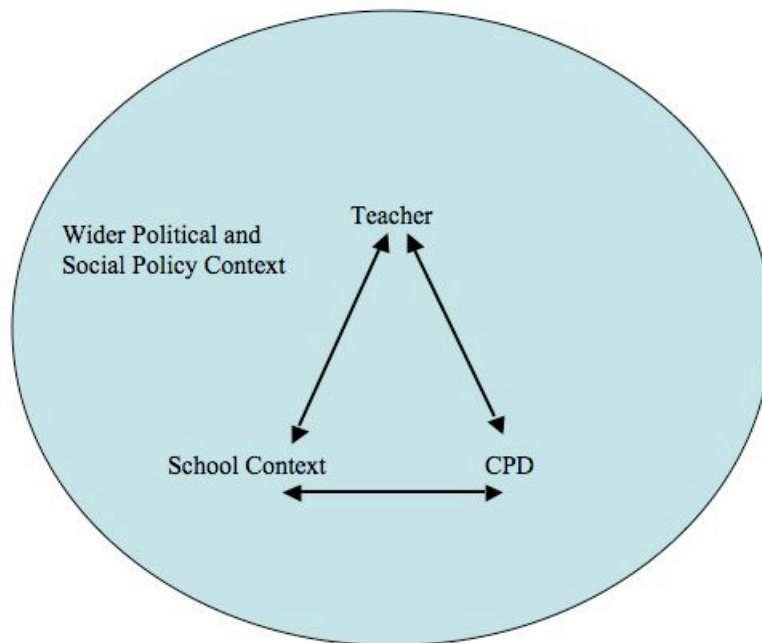


Figure 2.2 Elements in the coevolution of teacher learning

It is not enough to know that teacher learning coevolves through interaction between these three elements, we also need to understand how this coevolution of learning can play out in the lives of teachers. This study set out to explore:

What can we learn from Chartered Teachers’ storied accounts of their learning journeys about becoming and being a teacher-as-learner in Scotland today?

To identify the relative significance of each of the three elements in their particular journeys, the following sub questions were also explored.

- In what ways does the CPD they have each experienced appear to have contributed to their learning and journeying?
- In what ways do the individuals themselves appear to have shaped and responded to their journeying?

- In what ways, and to what degree, do the contexts in which the participants work appear to have featured in the teachers' learning and journeying?

In the following chapter I explain how I worked with nine teachers, six of whom were fully qualified Chartered Teachers and three of whom were working towards full status to design and carry through this study.

Chapter 3 - Methodology

Overview

To make explicit the links between the purpose of this study and the methodology chosen, I open this chapter by restating my rationale for seeking the storied accounts of the teacher participants'. Ethical considerations are of prime importance in any research venture and in recognition of this, I bring them to the fore from the outset. Values and beliefs underpin the choices I make throughout the research process and I therefore go on to consider these and the ways in which they influenced the co-operative methodology adopted. I then offer more detailed information about the teacher participants and about the significant contributions they made to this study. In the section that follows, I explain how the research was conducted, offering a critically informed rationale for actions taken. Finally, I consider the dilemmas I had about presentation of the data and share how I arrived at the decision to present all nine of the teachers' accounts.

Teachers play a very significant part in what, how and how well, young people learn at school (Claxton, 2007; Cochran-Smith and Lytle, 2009; Hayes et al., 2006). This, coupled with the fact that teachers are seen to play such a crucial part in the successful development and implementation of Curriculum for Excellence (Baumfield *et al.*, 2009; SG, 2009b), means that the contemporary political and professional climate in Scotland is particularly conducive to the promotion of the continuing professional development (CPD) of teachers in ways that aim to encourage all teachers to become and be teachers-as-learners. It is, therefore, important for all concerned, that we set out to learn from teachers who have become and enact being, teachers-as-learners.

To inform policy and practice and to support teachers in their own journeying towards this goal, we can, of course, draw on the plethora of policy, theory and research literature already available. There is much already written that conveys what

is believed to constitute effective teacher development and what should be done to, with and by teachers to promote their learning.

However, teacher development, like all learning, is a highly complex and therefore, never a wholly predictable process (Hashweh, 2003; Desforges, 1995; Illeris, 2007; Hoban, 2002; Webster-Wright, 2009). Many factors might influence the learning journeying of teachers, including the professional and political contexts in which teachers operate and the CPD experiences they encounter. Within each of these contexts personal, professional and political influences are always at play, whether through individual or collective action. To add to the complexity, individual teachers will each perceive and negotiate these factors in different ways, and with different outcomes, as Nias suggests,

No matter how pervasive particular aspects of a shared social or occupational culture may be or how well individuals are socialized into it, the attitudes and actions of each teacher are rooted in their own ways of perceiving the world (Nias, 1989:14).

Arguably then, it is impossible to fully document the complexity at play in the learning of any one teacher, far less all Scottish teachers. But, just because the processes and outcomes of teacher learning are so highly complex, constantly emerging and very difficult to capture, the inability to understand everything should not be equated with the inability to understand anything (Smeyers, 2001:478). Each teacher's journey will, undoubtedly, be unique and we need to ask teachers themselves about their journeys. But, because they are all situated and acting as teachers within the particular current Scottish political/educational milieu, there may well be commonalities, too. Therefore, as Haggis infers, there is wisdom in seeking and recognising both the unique and the common:

The highlighting of difference does not imply that commonalities do not exist. To say that 'everything is unique' is a generalization which obscures commonality in exactly the same way that focusing on commonalities obscures difference (Haggis 2004:350).

We can, then, all learn from both the particular and the unique experiences of teachers (Griffiths and MacLeod, 2008) and from the commonalities across individuals' accounts (Riessman, 2008). The particular helps us understand that there never can be a definitive, guarantee-able solution to learning that can be applied in a 'one-size-fits-all' fashion. But, knowing and understanding more about the commonalities may contribute to productive teacher development. Gathering and analysing teachers' own storied accounts are meaningful and effective ways to explore and to understand the particular and the common experiences of teachers (Beattie, 2000; Clandinin and Connelly, 1996; 2000; Craig, 2003; McEwan and Egan, 1995).

The teachers in this study are Chartered Teachers who have become, and are currently being, teachers-as-learners in Scotland. They have each made and continue to forge their own particular learning journey. They have lived the experiences and are, therefore, in the best position to story their own accounts. Teachers' professional development can only be understood properly when viewed within a lifelong process of learning and development (Kelchtermans, 1993:443), therefore, these accounts could not just focus on the participants' professional development since they began Chartered Teacher study. It was important to provide the opportunity for the participants to have freedom to tell their own particular stories so that continuities and discontinuities in their learning over time, might be contemplated. Fundamentally, this research set out to find out what factors the Chartered Teachers themselves believed to be significant to their becoming and being teachers-as-learners, and why they viewed these factors and individuals as significant. If these accounts were to be meaningful, authentic representations of, and reflections on, their own particular learning journeys, then these teachers should also be the ones who determined which period(s) of time they considered.

The research question emerged through discussion with the participants, as is typical in a co-operative approach to research (Heron and Reason, 2006). The question had to be broad enough to afford the necessary latitude for participants to determine what was important to tell, and to recognise that teachers would indeed create these

accounts. It also needed to reflect the socio-historical situatedness of the teachers' experiences and thus the main research question became:

What can we learn from Chartered Teachers' storied accounts of their learning journeys about becoming and being a teacher-as-learner in Scotland today?

As the research unfolded, it proved meaningful to refine and sharpen the focus of this general question and so; the following sub questions were pursued:

- In what ways does the CPD they have each experienced appear to have contributed to their learning and journeying?
- In what ways do the individuals themselves appear to have shaped and responded to their journeying?
- In what ways, and to what degree, do the contexts in which the participants work appear to have featured in the teachers' learning and journeying?

This research is the first study to involve Scottish Chartered Teachers in a way that enabled them to identify and reflect upon some of the many factors they perceived as having been significant in their learning, including the people, places, experiences and the timescales involved. It, therefore, allowed exploration of all four dimensions of an enquiry that seeks teachers' own storied accounts (Clandinin and Connelly, 2000:50). These dimensions are: inward, outward, backwards and forwards (Clandinin and Connelly, *ibid.*). Teachers in this study were invited to share their views when they looked inwards to their own feelings, reactions and dispositions; outwards, to the professional and political environments with which they interact and, unique to this study, backwards and forwards, over time. They took their past, their present and their future experiences into account. Attention to all four dimensions meant that the complexity in an individuals' professional learning journeying could not only be acknowledged, but also, better understood.

The methodology adopted had to invite and facilitate such latitude for the teacher participants, which is one of the reasons that a co-operative approach was agreed. There were also epistemological and ethical reasons for this choice, which I explain in a following section.

Ethical considerations: researching with integrity

Careful consideration has been given to anonymity issues. The teachers all volunteered to be identified and identifiable in this research report. It was agreed when I came to write the report, if I believed it more appropriate to do so, that I could use pseudonyms instead. I have chosen to use pseudonyms but, for various reasons, I am not at all certain that anonymity can be guaranteed for any of the teachers or their colleagues who feature in the teachers' accounts. The most obvious reason for this is that all of the teachers in this study have, in some way, made public various aspects of their learning journeys. Through formal and informal means, within their schools and local authorities, these teachers have each shared their artefacts and publicly spoken or written about various parts of the learning journeys presented in this study. Eight out of the nine teachers have either spoken at national conferences and/or had parts of their own accounts published, either in the TESS or in the GTCS magazine. For the persistent sleuth, it may therefore not be too difficult to calculate the identity of the teacher participants. Those who have worked with them may well, by common experience and memories of the scenarios described, be able to identify, by association, some of the characters in their accounts, despite the fact that they too are anonymised.

I am aware that the readership of a doctoral thesis is fairly limited. And, although I believe it is unlikely that colleagues of the participants will choose to locate and read this report, I have to consider the possibility. My decision to give the participants pseudonyms is therefore an attempt to make the identification of those cited less obvious. Time and effort would need to be invested in pursuing, through association, the identities of all those involved. The participants are aware of the dilemmas faced and have agreed that my decision is a reasonable compromise.

Consent for participation in the study and for publication of any of the data used in this report was sought and received, in writing. The teachers had the opportunity to withdraw at any time, to amend or add to the transcription of the interview session in which they took part and to comment on my interpretations of the data. They will each be given a copy of the final report.

As important as these ethical considerations are, they constitute only a part of the fuller practice required for a research to be carried out with ‘integrity’ (Macfarlane, 2009). Macfarlane (*opcit.* p45) and others (*e.g.* Adams, 2008; Kirsch, 1999; Zeni, 1998, 2001) argue for the moral dimension of research and the researchers’ actions to feature strongly, with the result that integrity must be a conscious feature of the whole research process.

Aware of the moral and ethical values at the core of my actions, concerted efforts were made throughout to conduct the research in co-operative, openly consultative, responsive ways. To provide a representation of the teachers’ beliefs values and experiences that they, themselves, view as authentic, was a driving principle. Such consideration of subjects, subjectivity, relationships and the consequences of participation and publication is critical to ethical decision-making (Zeni, 2001:159). Through specific attention to reflexivity, my own positionality is admitted and possible impact acknowledged (Mohr, 2001).

Although I can be classed as a participant in this study, the teachers were the ones “providing” the data. And, because we had become friends, it was necessary to heed the warning that,

...research relations rooted in friendship between the researcher and participant have the potential to be more manipulative and dangerous than research relations in which there are no built-in expectations regarding openness and mutuality (Stacey, 1991 cited by Goldstein, 2000:522)

So, we discussed how our relationships might affect the process and how they might affect the study. This, of course, only raised awareness of potential impact. To encourage appropriate action to be taken, if it was required, we agreed to share any concerns if, and as soon as, they emerged.

These considerations serve to illuminate that the ethical conduct of research involves more than the simple avoidance of being unethical, or conforming to regulations (Macfarlane, 2009:xiii). Macfarlane goes on to advise that it should be discernible throughout that the research has been planned, conducted and disseminated with sincerity, respectfulness and humility. I have not listed here all of the ways in which my own moral and ethical values have informed the actions taken; but have, instead, highlighted them through the thesis where I believe it most germane to do so. I begin with attention to my own reflexivity.

Reflexivity

Before I go on to explain the methodology through which the main research question was addressed, and through which the sub-questions emerged, it is important to recognise the ways in which, I believe, who I am may affect the research process, O'Hanlon advises,

All practice takes place against a conceptual framework which structures and guides its activities, either tacitly or consciously in the real world'... (and therefore)...researchers need to engage in personal reflection to understand themselves in relation to their world and to deliberate about or reconstruct their values in relation to everyday situations, which constantly demand their judgements and their action (O'Hanlon, 1994:282),

I am fully aware that, who I have become, and envisage being, will, inevitably, bear some influence throughout any research process in which I participate (Gore, 1993; Kirsch, 1999; Witherall and Noddings 1991). What I believe and value is based upon my own experiences. Therefore, my own personal, professional and political histories, identities and dispositions will influence my actions, reactions and

interactions. Although there can never be any claims to eliminating bias or to adopting a detached, objective stance (Scheurich, 1997; Schostak, 2006; Fontana and Frey, 2005), I can, from a reflexive position, at least try to recognise the influences I may exert. In this thesis, as appropriate, and where I can, I recognise the influences I may have exerted and speculate on their possible, resultant impact. How other participants may have perceived me should also be taken into account. I begin by making my own position clear.

Political, personal and professional drivers undoubtedly influenced my decision to undertake this research. I am professionally, as well as personally, very interested in teacher development. I fully endorse the belief that if all teachers could become and be teachers-as-learners, the quality of education that pupils and teachers experience could be greatly improved (Cochran-Smith and Lytle, 2009; Elliot, 1991; Kirk, 2000; Kirk *et al.*, 2003). The fact that knowledge created and shared through this research could be used to further inform teacher CPD policy and practice and thus make a contribution to this goal is for me a powerful motivation. This research also constitutes my doctoral thesis and, therefore, I have an additional personal investment in it.

I am the Programme Director for the Master of Teaching (MTeach) degree, the Chartered Teacher Programme at Edinburgh University. Thus, in addition to a personal and professional commitment to seek ways in which teacher learning might best be supported, it is also a professional duty to do so. My position as Director of the MTeach programme also means that the participants may view me as some kind of expert in teaching and in teacher development, which may have affected the ways in which they have interacted with me, and I with them. Whilst I may not wish to assume any mantle of expert, I can neither ignore that I have had first hand experience of becoming and being a teacher-as-learner, nor the fact that I have studied and learned a great deal about teacher development and have had considerable professional experience in supporting other teachers' learning. Indeed, I have had the privilege of experiencing and exploring teacher learning from a wide range of perspectives. The experiences gained from the different professional roles I

have fulfilled, have proved invaluable and deeply informative but will, undoubtedly, affect the way I think, see, hear, speak, write, interpret, act and interact.

I taught in schools between 1976 and 2000, whilst positioning myself, and being positioned as (Harré and Van Langenhove, 1999), firstly, a teacher for fifteen years; then as a member of a school senior management team; then as an LA development officer, with a specific remit as agent of change. Seven out of the nine Chartered Teacher participants in this study were also teaching during this period. In our own ways, in our own professional contexts, we will have negotiated change incited by the same national educational policies. To a certain extent, therefore, we have shared a broad set of lived professional experiences. Because I cannot separate any of these past experiences from who I am now, I accept that this may well have affected the ways in which we have communicated with each other throughout the research and beyond. It will certainly have affected the way in which I have made sense of the interview data during its co-creation and my further analysis of it, after the event. According to Denzin, (2001), this is far from detrimental to a research that seeks to explore others' storied accounts. On the contrary, as Denzin suggests, this has distinct advantages. The fact that I have had some experiences similar to those contained in the other participants' stories, has, I believe, enabled me to appreciate the tellers' perspectives on the stories they told and to be a more informed listener, reader and reporter of the accounts. It was however important to constantly push at the boundaries of my own understandings and to deliberately gain and look from other perspectives. I did this in two ways. I sought out literature that challenged my knowledge and understanding and I asked the teacher participants to critique my interpretations of their data.

With regard to my research relationship with participants, power relationships, as well as obligations and responsibilities of social research, need to be clearly and reflexively thought through (Fine et. al. 2000; Shacklock and Smyth, 1998). Whilst it seems reasonable that researchers need to make a conscious decision about their roles and relationships with participants it is naïve to assume that partnerships can be constructed with little recognition of the different stakes in existing arrangements

held by various social actors (Robertson & Dale, 2003). Differences between people will always affect the influence each person has in the dialogue (Mitchell-Williams *et.al.* 2004:338). But how we each 'position' one another may also influence interactions. Ritchie and Rigano, explain,

'A position within a conversation is a metaphorical concept through reference to which peoples moral and personal attributes as a speaker are compendiously compared.... A person can position him/herself (reflexive positioning) or be positioned (interactive positioning)' (2001: 743).

The articulation of voice at any point in the research process is the result of a conscious and unconscious assessment of the power relations and safety of the situation (Ellsworth, 1989:313). What participants feel can and cannot be said is, therefore, as much to do with how they position themselves, as it is to do with how they position me. This positioning however is more likely to be fluid, rather than static (Harré and van Langenhove, 1999) and it is likely that both reflexive and interactive positioning will shift and change during dialogic encounters. Any account that is created with other people draws on knowledge of cultural structures and the roles that are recognisably allocated to people within those structures (Ritchie and Rigano 2001:742). Through the relationship we had already built up, the teachers in this study might reasonably position me in any one, or a number of ways, including: friend, confidante, colleague, study-facilitator, and past tutor (for three of them). Of course, power is not unidirectional. The teachers too would exert power: power over whether, what, when, how and for what purposes, they would choose to share their experiences, thoughts, feelings with me (Kirsch, 1999; Miller and Glasner, 2004; Riessman, 1993).

Eighteen months prior to the study, I had been the course tutor to three of the participants, when they studied at Edinburgh, so any power dynamics may have been even more pronounced between us. I appreciate that it is impossible to fully redress the power issues inherent in all social research (Alvesson and Skoldeberg, 2000; Briggs, 2002; Brown and Jones, 2001). Where I was aware of them, and whenever I

believed it was possible, I did, however, try to reduce them. The most encompassing attempt I made was through my commitment to pursue a co-operative methodology with the participants. As Griffiths (1998) points out, the methodology adopted in research reflects the researcher's disposition, values and beliefs. I recognise that my own disposition, values and beliefs significantly influenced, the co-operative methodology adopted.

Methodology

My own value position is such that I would, wherever possible, wish to actively encourage and participate in, what is often referred to, as 'co-operative enquiry'⁷(Reason, 1988; Heron, 1996). What we call the research method we use is of much less importance than what we think and claim goes on within it (Scheurich 1995:249). It is therefore necessary to make clear why a co-operative approach was adopted, what happened within it, and to elucidate on what, I believe, can be claimed as a result.

The adoption of a co-operative approach is indicative of my commitment to involving the teachers throughout the research process as much as possible; but acknowledging from the outset, that conducting a co-operative enquiry is rarely a straightforward matter (Byrne-Armstrong *et al.*, 2001; Gustafson, 2000), I foreground three significant power asymmetries encountered. This research report constitutes my doctoral thesis and therefore I have had to be the sole author. Early in the proceedings, I became the main, but not sole, choreographer of the moves made throughout the research. It is my interpretations that are presented in this report, although the teachers have endorsed these as wholly acceptable.

⁷ It is also known as collaborative inquiry (Byrne- Armstrong, 2001;Doherty, 2002). The two terms appear to be used interchangeably in the research methods literature (e.g. Bray *et al.* 2000; Cohen *et al.*, 2000). When citing other authors' work, the term that they employ will be maintained. To avoid confusion when referring to the approach taken in *this* study, I will only use the term 'co-operative enquiry'.

Why a co-operative approach

Greenbank (2003:791), drawing on Rokeach's (1973) work proposes that, because we cannot adopt a value free stance as researchers, we need to adopt a reflexive approach to illuminate the influence of our own values, which can be grouped under the following categories. I too believe that it is impossible for me to completely separate who I am as a person from who I am as a researcher and therefore use the term person/researcher to indicate this stance.

- **Instrumental values** - what a person/researcher feels is the 'right' thing to do. These are the moral values.
- **Competency values** - what a person/researcher believes is the most effective way to go about doing something.
- **Terminal values** - a blend of the person/researcher's personal and social values in that they incorporate what they hope to achieve for themselves and their aspirations for how they wish society to operate. The person/researcher's political and educational beliefs and objectives would also influence terminal values (Greenbank, *op.cit.*).

This range of values has, indeed, influenced my decision to undertake co-operative inquiry.

Co-operative inquiry involves two or more people researching a topic through their own experiences of it, using a series of cycles in which they move between this experience and reflecting together on it (Heron, 1996:1).

Heron's definition is succinct, accurate and might even indicate that the process is fairly straightforward to conduct. The simplicity inferred may well be deceptive. Co-

operative inquiry may seem an attractive concept (Reason, 1988) and on the face of it, very easy to launch into, particularly if one's value system endorses such an approach. But Girot *et al.*, (2004: 412) warn that it is a complex concept and when attempting to define it that definitions remain vague and highly variable. However it can be interpreted and enacted in many different ways depending on, among other possible factors, the temporal, spatial and political contexts in which the research is located. Crucial to its adoption and outcome, are the participant researchers' individual and collective knowledge, understanding and experiences of the approach.

Morally and ethically, like Heron (1996:19), I believe it is important to research 'with' people rather than 'on' people. As Fine (1998) advises, methods are not passive strategies. They differently produce, reveal and enable the display of different kinds of identities. Traditionally, the researcher is often the one to control *what* is asked, *why* it is being asked, *of whom* it is being asked, *where* it is asked and, *how* answers are sought, recorded, analysed, interpreted and reported. Such is the powerful position assumed and exerted, and very often acquiesced to, in research that is done 'on' people (Goldstein 2000). Neither my own values nor my epistemological stance would allow me to follow such a design in this research, since it would mean that, only that which I deemed to be important would be sought and then reported. In many traditional approaches to research, the teachers would be positioned as objects of the research. In this passive role, their compliance would mean that they would simply provide the data that I had decided was important for them to provide. Then, maintaining control of the knowledge created and reported, it would ultimately be my research agenda and my interpretations that were privileged throughout. This does not sit well with any of my own terminal values (Greenbank, *ibid.*), which are democratic in nature. However, I fully accept that power issues inevitably pervade all research relationships (Briggs, 2002; Byrne-Armstrong, 2001). Power influences are immanent at all levels – political, personal and professional. But, by adopting a methodology that seeks to involve all those in the research as active participants, the power imbalance between researcher and participants can begin to be redressed, as Gustafson indicates:

A collaborative research design rejects the notion of a transcendent authority (the researcher) who determines what questions are worth asking, what discussions are worth having, what knowledge is worth constructing or investigating, and what conclusions are worth making (Gustafson 2000:725).

Giot concurs and identifies that collaborative research can be non-hierarchical in nature so that it becomes a joint venture based on shared power and authority. It assumes 'power based on knowledge or expertise as opposed to power based on role or function.' (Kraus, 1980 cited in Giot *et al.*, 2004: 412). Byrne-Armstrong (2001) is more sceptical of the potential of co-operative inquiry and invites us to be critical of the over-idealistic claims often made for it and of the processes therein. She explicates:

Sentimentalising co-learning and co-research as processes with equality hides the inevitable power differences that exist between people who engage in research, learning or any activity, for that matter. Instead of being visible and overt, power becomes invisible and covert, hidden behind layers of paternalism... and a 'tyranny of niceness' (Byrne-Armstrong, 2001:106).

To avoid the insidious danger that a 'tyranny of niceness' might mask extant power imbalance, diligent awareness of, and attention to, its existence needs to be shown throughout the research process. Alertness to the possibility that participants might merely become followers of the initiating researcher⁸, should prevail. If they simply become 'yes people' any agreement reached is likely to be spurious, rendering the co-operation inauthentic (Reason, 1998). Whether and how the desired levels and outcomes of co-operative participation are realised should, therefore, be monitored and evaluated by all participants, throughout the process. In addition, as the sole author of this report I need to demonstrate that I have taken a reflexive and critically informed reflective approach throughout the process. Such a conscious attempt to recognise and make transparent some of the factors that will inevitably influence the

⁸ This is the term used to identify the person who recruits the group who participate in the co-operative research (Heron and Reason, 2001:151).

proceedings, becomes an ethical imperative and not just an important methodological matter (Zeni, 1998).

My beliefs about the nature of truth and how, through particular ways of researching, this might be understood will influence choices I make throughout the research. Cohen *et al.* (2000:3), citing Hitchcock and Hughes, explain the process and some of the implications:

...ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations; and these in turn, give rise to issues of instrumentation and data collection. (Cohen *et al.*, 2000:3 citing Hitchcock and Hughes)

It is therefore important for researchers to at least be aware of their assumptions and the significance of the impact they might have on their research (Pring, 2000). I fully accept that my own stance on major philosophical issues such as the nature of truth and knowledge will affect how I conceive of, carry out and report the research. But I have found that it is impossible to locate myself fixedly within any one paradigm because I am still developing my own understanding of where I feel intellectually and ethically most comfortable, whilst at the same time, remaining able to function on a practical level. I also question what would actually be gained from doing so. To locate my beliefs fixedly within any one paradigm would prove over simplistic and restrictive, though I would describe the overlapping approaches between myself and other participants as, broadly speaking, interpretative and interactionist. My beliefs are constantly changing substance and form; too difficult to capture, to separate out or to define so that they will unquestioningly and neatly fit in to the divisions created by paradigmatic labels. As Pring wisely warns, 'Beware of "isms" – and of the distinctions which arise from their rigid application.' (2000:88). Indeed, for me, such rigid distinctions only produce confusion because, through critical reflection on this research, about what I did and how I did it, I can detect aspects of different perspectives.

I viewed this research project as a meaning-making endeavour for all participants. I do not believe that there is some underlying truth waiting to be discovered or prized out, as though it is a fixed, tangible entity able to be elicited and revealed through the use of some 'clever' research techniques. What is created and produced as data is socio-culturally and socio-historically situated and socially constructed. Inevitably, it is influenced by who participates, when, where, why and how they do so. Whatever emerges from analysis of the data produced as a result of the research depends on many factors including: what participants are able to contribute; what they feel able to contribute; what and how they choose to contribute; their motives for doing so; and their perceptions of how and why they are involved (Fontana, 2002) This needs to be both recognised, and respected, at all stages of the research.

I believe that how and why participants are involved in research is of prime importance, which is the key reason for the adoption of a co-operative approach in this research. A co-operative approach demands that democratic principles underpin the research, and so, consensual agreement is sought at each stage (Heron and Reason, 2001:145). It offers the latitude for all involved to make decisions about whether, where, when, what, and how, they will contribute.

However, commitment to engaging in cycles of reflection and action on a question of importance to the whole group, does not necessarily mean that there will be harmony. Participants may have different motives for participation in a co-operative research and they may hold somewhat divergent assumptions about what constitutes knowledge, but, as long as differences can be recognised, openly discussed and reflected upon, this need not prove problematic (Bray *et al.* 2000:6). On the contrary, it can enrich the research process (Heron, 1996).

As an outsider to their own lived experiences, I do not believe that I should decide what is, and what is not, important for the teachers to consider. Equally, once they identify what, for them, is important, I could not then presume an omniscient stance to make unilateral decisions about the ways in which their storied accounts should be manipulated, interpreted and then publicly presented in the written report. Ethically, and in terms of authenticity and representation, I believe the participants need to be

involved in these processes. They were involved at various stages from transcription through to the final presentation of the data. Later in this chapter I explain the process adopted for checking transcripts, as the first layer of formal interpretation (understanding that at an earlier stage, interpretation transpired throughout the interview process too). Each teacher's artefact(s) was co-interpreted during the dyadic interview, with the teachers' interpretation privileged throughout (because they had created the artefact to convey their thoughts about their journeying). On two further occasions, I sent them my written interpretations of their data and then either met with participants to discuss these, or communicated via e-mail. I responded accordingly to each suggestion changing what I had written to more authentically reflect that which the teachers believed to be reasonable. There were no occasions where I felt that I was, in any way compromising my own interpretations and I felt confident that the changes suggested were wholly apposite.

The teachers were undoubtedly consulted. But as Byrne-Armstrong (2001) discovered, when a report is written and submitted for a doctoral thesis, it has to be authored by the doctoral student herself, irrespective of the level of co-operation achieved during the research. I am aware that I am in this position, which then places the teachers in a less powerful position. Of course, as a co-researcher, I could and should look at their accounts through different lenses, bringing to bear different theories and different knowledge to perhaps make quite different sense of the data. This, according to McNamee and Bridges, is particularly important since,

...we have good reason to treat with some scepticism accounts provided by individuals of their own experience and by extension accounts provided by members of a particular category or community of people. We know that such accounts can be riddled with special pleading, selective memory, careless error, self-centredness, myopia, prejudice and a good deal more. (McNamee and Bridges, 2002: 74).

I fully accept this, and the need for me to remain sceptical throughout the processes of data creation and analysis, in particular. But, to simply presume that my way of looking should be privileged over other participants'; I believe is neither ethically

nor epistemologically sound. It is their knowledge and their understandings of their own lived experiences that constitute their own accounts.

Through co-operative inquiry, interpretations and representations of that knowledge can, and indeed should, be put up for negotiation. Importantly, though, adoption of a co-operative approach also means that participants retain agency over the creation and use of the data they produce, deciding what can and cannot be reasonably interpreted from it by participants and other outsiders, and ultimately, what can and cannot be made public in the final report about them and their experiences.

Having considered my own values and beliefs and relevant literature, I now report on what we did in this particular co-operative research. I begin by briefly introducing the Chartered Teacher participants and how the research evolved with them. In the following chapters I will offer further relevant background information, as I present each of their storied accounts

Chartered Teacher participants and co-creation of the study focus

This research evolved in co-operation with participants whom I already knew. Over the past two years I have been in contact with a group of nine teachers for whom I was the study facilitator on a study trip to Melbourne, Australia in December 2007.

All of the teachers are either fully qualified Chartered Teachers or en route to becoming a Chartered Teacher (CT). They have fundamentally influenced the purpose and focus of this co-operative research and in many ways; they have selected themselves to participate. I did not set out to engage them but am delighted to have had the opportunity to co-operatively research with them and believe that they are a credible sample for both the research purpose and the methodology adopted, because of their commitment to ongoing professional learning and their Chartered Teacher study experiences and achievements. I do not wish, however, to claim that the teachers in this study are representative of all teachers, since Chartered Teacher candidates elect themselves for the award in the belief that they either

already meet and maintain, or are willing and able to study and work towards meeting, the full SCT. They commit a substantial amount of their own time and money to do so. Nor can I claim that the participants are necessarily representative of other Chartered Teachers. But, equally, there is no reason to suggest that they are atypical of Chartered Teacher candidates who have elected to undertake postgraduate study to enable them to achieve full CT status. They did constitute the group who participated in the Australian study trip but, in terms of possible representativeness of other Chartered Teachers/candidates, it is imperative to emphasise that they were not offered the opportunity on the grounds of any particular levels of commitment and/or achievement in their CT study. The study visit focus was on formative assessment practice in the Australian district of Victoria. These teachers, therefore, were approached by their CT study programme directors purely on the basis of the candidates' interest in, and commitment to, formative assessment in practice, as shown during their study on the CT Programme. Indeed, they were at different stages of their study, on different routes, and with a range of different providers (*see Table 3.1*). When in Melbourne, in the spirit of reciprocity, the teachers and I had arranged to speak formally as well as informally with various groups of Australian educators about the Scottish Chartered Teacher and our own experiences of, and views on, this initiative.

Evidence from data created during focus group discussions with them, prior to this study, showed that this group of teachers had particular views on CPD and how teacher learning might best be supported and, that they would have liked these views to be heard. As a result of their own professional learning experiences, they believed that they could offer insight into what issues needed to be faced to best support all teachers to become and be teachers-as-learners. They wanted their views to be heard and expressed a desire to actually *do* something that might make a difference to CPD provision for teachers. This kind of sampling can clearly be seen as criterion sampling. And, because of these Chartered Teachers' commitment to teacher CPD, they could be seen to be 'rich cases that manifest the phenomenon intensely, but not extremely' (Wengraf, 2001:102-3, adapting Patton's typology), it is, therefore, also intensity sampling. However, it is also opportunistic sampling, because we all came

together on a study trip and, as a result of the relationships, dialogic interaction and understandings built up during and after this trip, the teachers themselves suggested that we should try to do something together to influence how CPD in Scotland would be enacted in future. As serendipitous as this was, I was also aware that those with whom we co-operate in a study can powerfully influence the depth or breadth of data collected (Buford May & Patillo-McCoy, 2000:65) and that the experiences, knowledge and understandings these particular teachers would bring might provide rich insights.

Table 3.1 Participants' work context and status in Chartered Teacher journey

Teacher	Sector and Subject	CT status as at February 2008	CT status as at December 2008	CT Provider	Route to CT Status adopted
1	Secondary Business Studies -	CT	CT	University E	MEd
2	Special School - primary	CT	CT	University A	MEd then GTCS
3	Primary + Teaching Fellow in HE	CT	CT	University B	MEd
4	Primary + LA Development Officer	CT	CT	University B	MEd
5	Secondary - Physics	Mod 1-4	CT	University C	PG Cert + GTCS
6	Secondary English	Mod 1-5	CT	University C	MEd Mod 1-5 GTCS then returned to University provider to complete Master's degree
7	Primary	Mod1 -2	Mod1 -2	University C	On route with GTCS
8	Primary	CT	CT	University D	MEd
9	Behaviour Support + Primary Secondary	Final Project stage	CT	University D	MEd

Their particular concern centred around the kinds of CPD that Scottish teachers would need to best support them in being able to successfully negotiate the new approaches to curriculum planning, assessment and related teaching and learning. Everyone in the group expressed a confidence in the belief that they, themselves, felt well prepared to meet the demands that Curriculum for Excellence might make on them. They indicated that they viewed their knowledge of, and willingness to, carry out professional enquiry, as important. They were, however, concerned that other teachers in their own schools felt much less confident and generally ill prepared. Although patently anecdotal, this chimed with the feedback I and other colleagues were receiving from almost all of the teachers with whom we work on the MTeach and other CPD courses. There is now, however, research evidence of teachers' concerns about their preparedness for Curriculum for Excellence (Baumfield *et al*, 2009).

A large-scale research study, commissioned by Learning and Teaching Scotland, to ascertain teachers' and other stakeholders' views on aspects of Curriculum for Excellence was carried out between January and November 2008. This research confirmed that there was widespread anxiety amongst teachers about the vagueness of the curriculum guidance; planning and teaching for progression and of the need for relevant professional development (Baumfield *et al.*, 2009:7). To enable successful further development and implementation of Curriculum for Excellence, one of the key principles Baumfield *et.al.*, identify is that:

...an alignment between curriculum, pedagogy and assessment is prioritized. Teachers will be at the centre of the process and so must be provided with the professional development support that will give them confidence in taking increased responsibility (2009:8).

Recently, the Scottish Government has published a paper in which they explicitly recognise '...the crucial contribution of professional development of all staff engaged in the learning of young people to the success of Curriculum for Excellence' (SG, 2009b:1). There appears, then, to be political and professional consensus that

effective, relevant and meaningful professional development could prove to be crucial to the success of teachers' development and implementation of CfE.

The Chartered Teachers, in this study, attributed their own confidence to the professional learning and development they had experienced. This intrigued me. What was it about their own journeys that had, so positively, influenced their professional learning and their obvious sense of self –efficacy? Given my own knowledge of the whole Chartered Teacher initiative and of the group, I guessed that Chartered Teacher study would figure strongly. It did in their initial brief responses within that focus group situation. But, for many reasons, I believed there had to be more to it than this. First and foremost, it would be far too simple. It would mean that, to ensure effective CPD for teachers to become and be teachers-as-learners, it would simply be a case of identifying the 'right' kind of CPD, then all would be well. This, as I have argued, ignores the socio-cultural situatedness of the individual and the individual him/herself. In addition, various studies have shown that, not all who undertake Chartered Teacher study do value the learning therein (Connelly and McMahon, 2007; MacDonald, 2007;) or appear to become and enact being teachers-as-learners (Holligan, 2009; McMahon *et al.*, 2007). During that same focus group, the teachers endorsed that, although key, it was not solely their Chartered Teacher study that had proved influential. They identified other factors, such as leadership and school context, colleagues, other CPD courses and experiences. When then asked what it was about those experiences that had proved so beneficial, there was general agreement that they had not really thought about that, in any detail or depth...but that it was a 'good question'! So, somewhat serendipitously, it became apparent that there was a rich opportunity for us to participate in a research study that might also inform CPD policy and practice communities, but that would also interest and benefit each of us, as participants. A co-operative methodology seemed particularly apposite since it is premised on mutual benefit, as Heron and Reason explain:

co-operative inquiry is a way of working with other people who have similar concerns and interests to yourself, in order to: (1) understand your world, make

sense of your life and develop new and creative ways of looking at things; and (2) learn how to act to change things you may want to change and find out how to do things better (Heron and Reason, 2001:179).

The opportunity for the teachers to research and to talk at length about their own journeying could benefit their own learning and perhaps help them formulate particular autobiographical memories (Daly and Pachler, 2007:57). This, in turn, might facilitate critical reflection and reflexive awareness, both being critical to teachers' professional learning (Day, 1999; Wellington and Austen, 1996; Pithouse *et al.*, 2009). In ethical terms, this could be framed as a form of reciprocity (Zigo, 2001); but it is important to note that, through locating and sharing their evaluative understandings and perhaps also, their tacit knowledge/understandings of their own professional learning journeying (Eraut, 1994; Grimmer and MacKinnon, 1992), their participation in the research would, almost certainly, be beneficial to my own professional learning and practice.

Clearly, they each had their own story to tell, but that particular focus group session afforded neither the time nor the latitude for further exploration of individual learning journeys. The creation and consideration of learning journeys then became the focus for this co-operative research and, maintaining methodological congruence (Morse and Richards, 2002, cited by Cresswell, 2007:42), the ways in which these were created, conveyed and explored were co-operatively considered.

The option to be co-operatively involved at none, any, or all stages of the research, was established both verbally and in writing. We all knew that this research was to be used for my own thesis. Because of this, and an acute awareness of the potential time commitment to manage a research project, I proposed, and it was unanimously agreed, that I would take responsibility for the co-ordination and overall management of the research and the writing of at least one of the research reports⁹ (the one for this

⁹ It is planned that the teachers and I will co-author at least one more paper, from this study, on the creation and use of participant – created artefacts and at least one based on what we can learn from their storied accounts.

thesis). In this report therefore, based on my reading of the relevant literature, it is my rationale for actions taken that is presented.

I was also aware of the potential complexity involved in conducting a co-operative research study. I anticipated that there might be challenges in time management and organisation and in maintaining effective communication, especially if after consultation with teacher participants at various stages of the research process, changes to original plans needed to be made. To cope with this eventuality, we agreed that we could contact each other by phone or by e-mail and would endeavour to respond to any requests as soon as was possible.

Co-creation of data

To recap, the purpose of this research was to explore teachers' accounts of their learning journeys and their perceptions of what proved important to them, so that we might better understand some of the complexities currently at play and how they are negotiating them.

Data creation methods would need to be fit for this purpose but decisions about this needed to be co-operatively agreed. Heron (1996:9) argues that co-operative enquiry is characterised not only by 'democratisation of research content' but also by 'democratisation of method' and true to these principles, choices of data collection methods were not all initiated by me. It was not a case of just seeking informed consent of all participants to my pre-existent operational plan, as Heron (ibid.) advises is often the case, since one of the teachers proposed one of the data collection methods adopted. Final decisions about creation of research data, however, cannot be based solely on parity in participation. Methods employed need to be considered principally in terms of how effectively they might enable the research question to be addressed (Bechofer and Paterson, 2000; Robson, 1993; Walford, 2001), given the resources available, the scope of the research, and the researchers' own experiences (Shipman, 1997).

The data used to inform this study was generated through two sources: loosely-structured, in-depth, dyadic interviews and, as an integral part of the interview process for eight out of the nine teachers, participant-created artefacts.

Participant-created artefacts

There were good reasons for incorporating participant-created artefacts into the research process. Upholding the co-operative intention of the research, was certainly one of them. The initial suggestion was made by one of the teachers who had previously created a poster of her learning journey for another audience. Through discussion, various ideas about how artefacts might enhance the research evolved. They were seen as a way for the teachers to represent their journeys and/or journeying that could then be used as a key point of reference during each interview. The choices made in representation could prove an interesting starting point for further exploration of personal responses to, and views about, the journeying. The artefacts were therefore seen as a potentially useful analytic tool (Corbin and Holt, 2005) as well as data, in themselves, that might be analysed to show how participants constructed their experiences (Gauntlett, 2007; Riessman, 2008). The decision to proceed was unanimous.

The choices of what, and how, to represent the story they wanted to record and explore were left entirely to individuals. There was some initial reservation expressed about how “artistic” the artefacts needed to be. It was established that the aesthetic quality of the product was of little importance. The only criterion was that the teachers, themselves, found it a useful activity to help document and reflect upon their own journeying. Each one was created differently in terms of the medium used and in terms of how, and which parts of their journeys they chose to represent, as can be seen in Table 3.2

That an artefact was to be produced provided a focused means for teachers to prepare and reflect on their journeying prior to the interview. Artefacts were sent to me at least a week prior to the interview which also allowed me time to consider questions

I might wish to pursue to clarify my understandings and to facilitate further exploration of their journeying.

Table 3.2 Participant-Created Artefacts

Teacher Participant	Artefact(s) created
Mark	Found cartoon Self-authored poem Found clip-art diagram + own captions added
Lorna	Hand drawn representation and record of CPD experiences since 2000
Lucy	Hand – made paper collage of learning journey career providing a continuous narrative from the outset of teaching career + own written reflection on the process of the creation of the artefact
Isla	Hand drawn ‘map’ of journey since outset of teaching career providing a continuous narrative + own written commentary
Jennifer	Cycle of learning and action since Melbourne trip using found clip art + own captions added
Rebecca	Written prose
Teresa	PowerPoint of learning journey comprising a range of visual representations from found clip art and photographs + ‘pop’ soundtrack + lyrics to the soundtrack + own captions
Cheryl	Hand drawn representation of key CPD experiences
Andrew	Chose not to create an artefact prior to the interview but following the interview, using the data created therein, had his own written account of a part of his learning journey published in the GTCS magazine.

The use of participant-created artefacts as part of a formal research process was a new venture for all of us. For this aspect of the research then, literature was not used critically to consider this as a method, prior to agreement of its adoption. I later located and distributed some literature on participant-created artefacts (Gauntlett, 2007; Thomson, 2008; Wall *et al.* 2007) as optional reading and had to read up on this method, myself.

We had all had some experience of conducting, and participating in, qualitative interviews and focus group interviews. We had all written up research assignments and/or research reports in which interviewing was a key data creation method. Although the decision to participate in loosely structured, in-depth, dyadic interviews was consensually agreed, it is my written rationale that I now present for the choices made.

Interviews

For the purposes of this study, I refer to the narrative of their journeys as storied accounts. Because the teachers would all relate stories about a particular period in their lives and focus on their own learning as a central aspect, the data produced would be *accounts* of their journeying. It would be futile to anticipate comprehensive recounts of the whole journey each teacher negotiated, since this would ignore the creativity involved in the act of telling one's story, in which the past is not purely recalled but *reconstructed* in light of the present telling (Patterson, 2008:30 *original emphasis*). Acceptance that the accounts would be *storied* reconstructions is important.

Whilst this concept of storied reconstruction may be considered preferable to that of any claim to accurate recall, it still implies unilaterality in the reconstruction of the account. As interpretively active, meaning-making occasions, interviews are unavoidably collaborative productions in which data is generated not gathered (Fontana, 2002; Holstein and Gubrium, 1997; 2002; Salmon and Riessman, 2008). Through such collaboration, knowledge is then generated through *co-construction* rather than reconstruction. These accounts then, would be co-constructed *storied accounts*. The artefacts are included as a constituent part of the storied accounts because, for those who created them, they were so integral to their storying.

Additionally, in terms of fitness for the purpose of this study, to find out about their *becoming* and *being* teachers-as-learners required more than simple chronological recount and recording of their journeys. Instead, exploration of their *journeying*, might better allow us to consider the ongoing processes involved and to contemplate

integral interactions, actions and reactions. Teachers telling their stories contributes to their knowing and to their being known (Witherall and Noddings 1991:1) and so, to explore these in a way that was both meaningful to the participants and to inform the wider educational community, meant that the teachers' accounts would involve much more than simple identification of key events and key actors. The interview situation would need to be accommodating. There is a wide range of interview types from which to choose, but, choices need to be carefully considered taking into account practicalities of time and availability; the nature of the interaction anticipated and of course, the aims of the research.

Focus group interviews were considered because they had already proved useful for the teachers to share a few of their own experiences and to discuss shared experiences, such as the Australian study visit. But, because of their powerfully interactive nature, and the willingness and ability of these participants to contribute so enthusiastically to the discussions, the focus groups would not be able to capture, in any real depth, the particular experiences and views of individuals. As Sim (1998:351) observes, focus groups can reveal the nature and range of participants' views but less so, their strength. Teachers' learning journeys are unique and it was their own particular accounts of these that we believed would help us better understand what was involved in becoming and being a teacher-as-learner; therefore each story had to be told and heard in a situation where the individual's experiences and thoughts were central. Focus groups, by the very nature of being a group interaction, could not afford this necessary indulgence. The interviews had to be flexible enough to allow myself, and each of the participants, the opportunities to be able to contingently co-construct, clarify, and share understandings. Dyadic (Bevan and Bevan, 1999:15) interviews are highly appropriate for these purposes (Gibbs, 2007; Kvale and Brinkmann, 2009; Mishler, 1999).

Dyadic interviews could also sensitively accommodate the sharing of stories that might rekindle various emotions for the tellers. This consideration was based on the premise that, when people tell stories about parts of their lives, they often identify epiphanies or turning points (Gibbs, 2007:71). Tripp (1993) and Sikes *et al.* (1985, 2001) concur but, in terms of referring to pivotal points in teacher learning, prefer to

use the term ‘critical incidents’. Emotions play such an important part in learning and, because critical incidents have considerable consequences for personal change and development (Sikes *et al.* 1985:230), they are likely to be even more acute when critical incidents are experienced.

The need for flexibility, to encourage and sensitively respond to each teacher’s own storying meant that establishing a suitably accommodative interview structure would be crucial. Any tightly structured form of interview would not allow the necessary latitude for exploration of the accounts, and so, was not even considered, but semi-structured interviews can offer more flexibility. Robson (1993:238) outlines that a semi-structured interview schedule would be likely to include:

- introductory comments (probably a verbatim script)
- list of topic headings and possibly key questions to ask under these headings
- set of associated prompts
- closing comments

To use set scripts for opening and closure of the interview and scripted prompts again suggests that there should be an attempt to replicate, as near as possible, what takes place during each interview. This implies that the correct linguistic steer from the interviewer will somehow ensure reliability. It ignores the slipperiness of language and that we each attach our own meaning to what we hear and what we say, in the light of each individual’s unique mosaic of past experiences attitudes, beliefs and accumulated understandings.

Using predetermined prompts also causes me some concern. Firstly, it implies that it is a ‘top down elicitation’ technique (Johnson and Weller, 2002:494) through which the researcher confirms knowledge on known items or uses it to confirm validity of items. The researcher pre-empts the information to be sought and, if it is not forthcoming from the respondent, then prompts will be used to extricate it. This implies that there is a reservoir of factual responses, ready formulated just waiting to be tapped. This would be wholly inappropriate when seeking and exploring teachers’ own individual accounts.

Secondly, to use predetermined prompts clearly places this form of interviewing in the category of what Powney and Watts call 'respondent' (cited in Robson, *op.cit.* p231) interviewing, in which the interviewer remains in control throughout the whole process. The power imbalance is significant. According to Powney and Watts, this is opposed to 'informant' interviewing, in which the role of the interviewer is purported to be non-directive and the goal is to openly explore the interviewee's perceptions of the topic. Whilst this may seem preferable in terms of who directs the interaction, the term 'informant' implies that the interviewee already holds the answers and that they are simply waiting to be 'mined' (Mishler, 1986) and therefore, ignores the idea that data are co-constructed. This style of conducting semi-structured interviews does not easily articulate with democratic values that underpin co-operative research or with my beliefs about the co-creation of interview data.

The whole point of this research was to ascertain what the teachers saw as significant and to facilitate deeper exploration of their journeying so that they, and the intended audience of this report, might better understand what was involved in their becoming and being teachers-as-learners. It would therefore be counterproductive if I then restricted or guided their storying by setting and asking predetermined questions. This would also privilege my interpretation of the artefact as the starting point. What was required was more of a conversation-type of interview, that would allow us both to co-construct meaning by contingently pursuing different directions in the dialogue, as they arose. However, I was under no delusion that the research interview situation could ever constitute a natural conversation since it is an instrumental dialogue (Kvale and Brinkmann, 2009:33). Drever (1995:4) advises that, irrespective of how well an interview is conducted, or how comfortable the participants feel, it is inescapably a contrived situation and a formal encounter, set up purely for the purposes of generating research data and that both parties should be aware of that. However, in this study there was always the intention that the data might also be useful to the participants for their own purposes and this turned out to be the case. For example, Rebecca and Andrew used the transcripts to help them write their claims to GTCS for full accreditation. Andrew also used his to write an article for the

GTCS magazine. From the experience of creating her artefact and using it to talk about her learning journey through the interview process, Teresa, Cheryl and Lucy adapted this practice to use in their own practice with pupils and other teachers. It is also typical in conversations for there to be a reasonable balance of utterance from each participant, where both would share stories but it was not relevant to this research for me to share my stories during the interview. On the contrary, my role was to ensure the teachers did most of the talking and that it was their stories and their theories about their own journeying (Clandinin and Connelly, 2000) that were encouraged. To promote this, the structuring of the interview was critical.

In summary, loosely structured, in-depth, dyadic interviews were chosen because of their potential to gain in-depth and rich insights into individuals' lived experiences, emotional responses, attitudes, beliefs, and understandings of their own context (Gibbs, 2007; Kvale, 1996; May 2001). And, because the loose structure was to be primarily determined by the teachers' own artefacts, this form of interview also offered the necessary latitude for the teachers to identify and explore what they, as well as I, considered significant to their journeying.

Production of the storied accounts

What occurs in an interview is inevitably contingent on the specifics of place, time and individuals involved (Fontana, 2002; Kvale, 1996; Mishler, 1986), and so practical arrangements were important considerations. Sufficient time and a space, which was in easy travelling distance for the participants and where they felt emotionally and physically comfortable to explore their stories were all essential. The best people to decide that had to be the teachers themselves, so they each chose the timing and venue for their own session.

Nine loosely-structured, in-depth, dyadic interviews were conducted over a period of six weeks, between January and February 2008. The artefacts provided the framework for discussion. On the one occasion when an artefact had not been produced prior to the interview, Andrew had still thought about his journeying prior

to meeting and the interview flowed fluently through a combination of his storytelling and, where appropriate to invite further detail, my asking of open-ended questions.

The timing for the interviews was necessarily flexible, to allow sufficient time to explore teachers' stories in some depth. There were no restrictions placed upon the time made available by either party but, on average, each interview lasted between 1½ and 2 hours. The interviews were audio recorded and then transcribed by an experienced audio-typist. Whilst listening and re-listening to the audio recording I checked and, to improve accuracy, amended each transcript. So that the teachers could check and amend as necessary, each received copies of both the transcript and the sound file of their interview. The teachers' edited versions were the ones used in analysis. I now critically consider the choices made prior to data creation.

It was agreed that interviews would be audio recorded, so that all that was said could be captured and transcribed. I was aware that taking notes might provide me with information on aspects that cannot be captured by audio recording (*e.g.* use of body language; gaze; gesture), but I chose not to do so, for various reasons. Analysis of the data was not, in any way, reliant on this information. The quality of the data produced, however, could be critically influenced by how well each interview was conducted. Note taking can be distracting to both parties and therefore detract from the interactive process (Gillham, 2000). To effectively facilitate flow and productivity during the dialogue, active listening is essential (Holstein and Gubrium, 1997; Kvale, 1996; Schostak, 2006). I knew from my own experience, that the extent of active listening required during loosely structured interviews demanded considerable concentration.

To ensure that each teacher's storytelling and artefact determined the directions taken, I consciously tried to keep my own contributions to the interview to a minimum. When I did comment or question it was to clarify, further explore and, on occasions, to provoke alternative ways of thinking about their experiences. I therefore used my questioning as an analytic tool (Corbin and Holt, 2005:49).

From my previous interactions with them, I was aware that these teachers would be willing and very likely to share and talk with me, at some length, about their journeys. A mutual trust, respect and genuine interest in each other's lives had already been established. This is perhaps one of the reasons why, in every case, the teachers did over 93% of the talking during the interview. Probably also related to the kind of relationships we had already established, the interview conversations all flowed easily and fluently (even in the one case where an artefact had not been produced and used as a focal point) There were no awkward silences. I did not detect any reluctance to share experiences or reflections on them.

Where there was direct reference to the visual artefact, to record the moment for analysis purposes, either I vocalized this during the interview or invited the teacher to do so. So for example, when Lucy said:

'And that's why the sign posts I think start to sort of reflect the language, of the way my...'

I responded,

'Could you just read those out for me , Lucy?'

Although I did not record any of the physical gestures made during the interview, I will have responded to them, simultaneously interpreting and adapting what I said next (as the teachers will have done with me). One example where I was fully aware of responding to non-verbal clues was when one teacher displayed physical signs of distress as she began to relate one of the stories about her learning and how it had been affected by poor relationships with a colleague. I asked if she wanted to continue to talk about this experience. She continued to speak but chose not to include this particular section in the final transcript. We stopped for a coffee break after this conversation, only resuming the interview when, and having ensured, she wished to do so.

What was said during this section of the interview is obviously missing detail from this particular account but arguably this does not in any way detract from what we can learn from the account. It is sufficient to note that work relationships did affect

this teacher's learning and, in specific ways. In this research, there is nothing to be gained by using data that would cause the teller, who is the rightful owner of that data, any distress. But what could be lost, are trust and self-esteem. Having made every attempt to ensure that participants had an equal say in as many aspects as possible, I would not then make an executive decision and override their express wishes. This, I believe would be not only unethical, but also antithetical to an enquiry that espouses to be co-operative.

It does however highlight the need for consideration of the validity or, as I prefer to refer it, the authenticity of the data co-created and (re) presented.

Authenticity and representation

Validity is a specific term, used to refer to the truth-value of a research project (Seale, 1999). Wolcott (1990, cited by Maxwell, 1992:203) is sceptical that the term 'validity' should be used at all since it neither guides nor informs the research. But, it appears that it is neither a term or an issue that can be ignored, as Lather identifies, 'validity is a "limit question" of research, one that repeatedly resurfaces, one that can neither be avoided or resolved, a fertile obsession given its intractability' (1993:37). Along with many other qualitative researchers (Cho and Trent, 2006; Denzin, 2001; Gergen and Gergen, 2001; Gubrium and Holstein, 2009; Richardson, 2000) I find this concept highly contentious, given my own beliefs in the social construction of realities in which the focus is on the interpretation and negotiation of the meanings of the social world (Kvale and Brinkmann 2009:52). Knowledge produced for and through research is socially constructed by the participants and inevitably is open to multiple interpretations by its audience. Whether participant or audience, each of us, is simultaneously an individual actor and inter-actor within different social communities. I believe that knowledge is neither inside the person nor outside in the world, but exists in the relationship between persons and the world (Kvale and Brinkmann *op.cit.*). We are all temporally, socially, discursively and culturally situated. The ways in which we situate ourselves within this milieu affect and are affected by how we think, communicate, interpret, react, act and interact. Smith and Deemer (2000:885) advise that this relativism is not something to be transcended, it is merely something with which we, as finite beings, must learn to live. Macfarlane

(2009) infers that, to pretend otherwise, brings the integrity of the research into question. He argues that it is more ethical to demonstrate how open-endedness and uncertainties have been thoroughly considered. Schwandt (1996) agrees and firmly re-establishes that, despite these ontological conditions, there remains an important social value in researching and reporting on people's experiences. To maintain the authenticity (Lincoln and Guba, 2000) and credibility (Higgs, 2001) or trustworthiness (Mishler, 1990) of this research, however, adoption of 'sophisticated rigour' (Denzin, 2001:42) throughout the research is vital.

There is little discernible difference between what Mishler explains is involved in demonstrating 'trustworthiness' and what Higgs (2001:207) nominates as 'credibility'. Both identify that the method adopted and the outcomes of the research need to be sound, in terms of fitness for purpose and congruence with the research paradigm articulated. The whole research and its outcomes then need to be both reasonable and well reasoned. Cresswell (2007) advocates that transparency about the reasoning researchers follow should permeate the process. Acknowledging that all of these are vital to sophisticated rigour, I use the term 'credibility' to incorporate trustworthiness, soundness and transparency. Authenticity, however, is a concept that I believe deserves separate delineation and attention.

Silverman (1997:94) purports that to make claims for authenticity can be construed as a way of claiming that a corresponding reality has been exposed. To make such a claim would undoubtedly bring into question the credibility of my research since, I have made it clear I do not believe such a thing can be achieved. Instead, this research is premised on the strong belief that:

As observers and interpreters of the world, we are inextricably part of it; we cannot step outside our own experience to obtain some observer-independent account of what we experience. Thus it is always possible for there to be different, equally valid accounts from different perspectives. (Maxwell, 1992:283)

So, what I mean by trying to demonstrate authenticity in this study is more to do with representation. Whilst accepting they cannot be accurate replications, it is crucial that the accounts and interpretations I present are endorsed as reasonable, appropriate representations of the teacher participants' views and experiences. To maintain the integrity and credibility of a co-operative approach and remembering that I am the sole author, this is essential.

Pursuing authenticity and demonstrating credibility can be recognised as adopting a 'transactional' approach to 'validity' (Cho and Trent, 2006). This involves thorough and transparent consideration of the processes and procedures adopted throughout the research from conception through to publication of the report. Furthermore, Cho and Trent promote that consideration should also be devoted to transformational validity, which attends to the moral and social purpose and impact of the research. Cho and Trent define it thus:

...a progressive, emancipatory process leading toward social change that is to be achieved by the research endeavor itself. Such a process in qualitative research, as a critical element in changing the existing social condition of the researched, involves a deeper, self-reflective, empathetic understanding of the researcher while working with the researched. (2006: 321)

The ways in which the transactional aspects of the research are designed and conducted will influence whether and how any transformational outcomes emerge. The two forms are therefore intertwined and should both be continually considered, throughout the process. I have adopted such a process because, as Cho and Trent indicate,

...a process view moves the concept from an application of 'the right criteria at the right time' to a process of 'thinking out loud' about research concerns, safeguard, and contradictions continually. In other words, validity becomes ever present and recursive as opposed to either a 'step' in a linear sequence or an over-reliance on subjectivity (2006: 327).

Located within a participatory paradigm (Lincoln and Guba, 2000:168), this research set out with transformational aspirations on two accounts. It was anticipated that, through participation, the teachers would each make more sense of their own learning journeying. The choices made about data creation methods and the way in which the interviews were conducted indicate that this was a consistent goal. That this was achieved is evident in the artefacts and the interview transcripts.

Through exploring and representing the individual, yet situated, learning journeys of these teachers, we also set out to identify and extend our understandings of some of the issues facing the professional development of Scottish teachers today. By sharing these understandings and reflections in this research report, it was hoped that the wider educational community might benefit too. There can, however, be no firm claims to generalisability. In the belief that we might learn from both the unique experiences of teachers and from the commonalities across individuals' accounts, this study was designed and is presented as a 'situated inquiry' (Law, 2004:3). Authenticated by the other participants in this study, I can provide my synopsis and analysis of, and comment on, their accounts. How well the teachers' accounts resonate with, make sense to, or incite action to be taken by, the other audiences will rely on the audience's own knowledge, understandings, experiences and stances. They will interpret and act according to their own situation and situatedness. They will negotiate their own knowledge (Denzin, 2001; Usher and Edwards, 1994; Rosenblatt, 2005; Scheurich, 1997). Endorsing the kind of intersubjectivity that does not reduce the subject to a position of likeness, but rather entertains difference, produces the possibility of dialogue (Schostak, 2002:150). If this research opens up further dialogue about some of the issues raised by the teachers' accounts then, arguably, it will also begin to achieve its transformational intent within the wider educational community. But, to ensure ethical practice and to have any chance of making a difference to what the participants and/or readers think and do as they consider this research, they need to find this research authentic and credible.

Attention to the authenticity and credibility is interspersed throughout this thesis but in summary, I have tried to present a sound theoretical rationale for

the approaches adopted and have set out to use them coherently throughout the research (Clough and Nutbrown, 2002; Kvale, 2002; Mishler, 1990). Whether I have or have not achieved this is for the reader to judge: but it has been my firm intention to do so. Where appropriate, I have demonstrated reflexivity (Shacklock and Smyth, 1998) and shown awareness of the fluid nature of how participants can position themselves and others (Ritchie and Rigano, 2001; Harré and Van Langenhove, 1999). Wherever possible I have reflected on power issues and, wherever possible, tried to redress imbalance (Briggs, 2002; Girot *et al.* 2004). From the outset, the voices of the teacher participants were genuinely sought and genuinely listened to (Pinn, 2001; Heron, 1996; Rathgen, 2006; Reason, 1994; Schugurensky, 2002).

The Transformation and Interpretation of Data

It is not possible to replicate the interview in its fullest sense, no matter how ‘accurately’ transcription is attempted (Watson, 2006; Kvale and Brinkmann, 2009; Mishler, 1991). Spoken and written communication is very different in many aspects. Transcriptions are themselves theory laden: how we choose to represent spoken dialogue is not independent of theoretical goals (Riessman, 2002:707). There are, therefore, many considerations to be taken into account when transcribing and representing extracts from research interviews. When transforming the spoken word into the written transcription the main considerations taken in this study were:

- the purpose of the study
- representation of the participants’ voices
- the audience

Retaining a political awareness of discourse and power and thereby an alertness to the use of language and multivocality present in any text (Fairclough, 1995; Gee, 2005; Lincoln and Guba, 2000), this study focuses primarily on the content of what the teachers had to say. I asked an audio typist to transcribe from the audio recording so that it was not only my listening that determined what was heard and recorded. This also saved me considerable time since I am not an audio typist. To check for accuracy, I then scrutinised this transcript whilst listening to the audio recording,

amending where necessary. These amendments included any omissions, additions, obvious mishearings (usually related to dialect, accent and specific terminology) and typographical errors. The teachers themselves carried out further scrutiny and made the final amendments.

Pragmatically, I did not ask the audio typist to labour over transcription that would record the fine detail of spoken delivery such as: changes in intonation, every phatic and filler or the exact timings of utterances or hesitations. This is an exceedingly time consuming process and unless analysis depends upon such minute detail, for example in conversation analysis or psychoanalytic analysis arguably, it is not necessary. Such a level of detail was certainly not required for the purposes of this study. However, having participated in all of these interviews, I knew that all of the teachers had spoken with considerable ease and fluency for the large majority of the time.

Of the hesitations evident, few were longer than might be expected in normal conversation. The effortlessness with which they spoke, I felt was meaningful and worth attending to when making and conveying my interpretations of the texts. To convey the generally fluid way with which the teachers spoke about their journeying and to highlight the contrasting, more hesitant parts, the transcriptions presented are punctuated as spoken language. If there was a natural sentence stop, then it was included. If not, the use of lower case is continued. A comma is used to indicate a short pause¹⁰ and I have inserted [*pause*] to indicate longer pauses.

I accept that the transcription carried out imposes yet another layer of interpretation and transmutes the text into something it was not. I also appreciate that, in tailoring the transcription to suit the interviewer-as-reporter's purposes, voices can be reconfigured, misinterpreted, misrepresented or even silenced (Mazzei, 2007; MacLure and Stronach 1993). In an attempt to limit the occurrence of any such actions that might render the transcriptions as inauthentic, the teachers all had a copy

¹⁰ The standard length of pause in conversation is 1 – 1.5 seconds but this varies as to whether the pause is silent or occupied by a filler such as *um*, *err* (MacLay and Osgood. 1959).

of the audio recording. They all read the transcriptions and either endorsed the transcript I had sent them as acceptably accurate representations or, where changes were made, sent me their amended transcript. Their amended transcripts are the ones I used for analysis. The amendments made were few in number, and all typographical. All extracts and the ways in which I have presented them in this report have been agreed with the teachers concerned.

Given the interpretive nature of data transcription and analysis, Clough and Nutbrown (2002) call for faithful interpretation of what is heard which involves 'radical listening', which has the characteristics of honesty and integrity. Active listening and therefore, interpretation, took place in the interview so that I could comment or question contingently throughout and communicate to the teachers that their voices were being heard. But, my own involvement in the dynamic co-construction of the accounts, and therefore my interpretive processing, almost certainly began prior to the interview session. With three of the teachers this process had probably begun when I was their tutor on the Chartered Teacher programme. This was continued during our study trip. It is likely that this is when interpretive processing began with the other six teachers. Selected stories about Chartered Teacher learning experiences had been publicly shared with Australian colleagues at events, scheduled for that very purpose. More privately, amongst ourselves, we very often shared personal and professional stories and our views on education. I was not aware of these processes occurring and because at that point in time, this research had not yet been conceived, I saw no need to consciously consider them.

When it came to checking transcription and to further interpretation of the data produced in this study, I tried to 'radically listen' by listening to the audio recording in tandem with reading the transcript and the related artefact(s). The largely inductive approach to analysis I chose, involved many cycles of listening, reading and analysing. This repetition allowed me to reconnect with the lived experience of each interview and to maintain closeness to the data.

I genuinely wanted to explore and understand the uniqueness of individuals' experiences of becoming and being a teacher-as-learner. Accepting that I can only offer an interpretive portrayal of these teachers' accounts (Charmaz, 2006:10), I wanted to hear and report on what the teachers said and did not say. Of course, I anticipated that substantive themes, continuities, discontinuities and issues would be identifiable. But what these would be, I believed, should be rooted firmly in the data. I therefore elected to take a largely inductive approach. I say *largely* inductive to acknowledge that no matter how much I try, the experiences and understandings I bring to the data cannot be eliminated and they will undoubtedly influence my interpretations. But as Dey observes this does not nullify the interpretation, indeed it can be advantageous,

...conceptual frameworks can act as guides rather than prison guards... prior conceptions need not become preconceptions.... there is a difference between an open mind and an empty head (2007:251).

Once again, for credibility and authenticity purposes, the need for transparency and reflexivity as integral to the research process is affirmed. My own experiences of professional development as a teacher-as-learner and as a designer and facilitator, as well as my ideological stance, will have influenced the language I use to negotiate, and prior conceptions I bring to, any meaning-making process. In an attempt to maintain an open mind to the interpretation of the data, I took various deliberate steps. I tried to remain aware of how I have become who I am and the ways in which this could affect my interpretations; I considered from alternative viewpoints and I looked for disconfirmatory as well as confirmatory evidence of the themes I constructed from the data. These reflexive actions were planned from the outset. Choices I took about the approach to analysis of the data, however, emerged as the research progressed. Given the open, exploratory nature of the research question and my own experience and understandings of the subject matter, this was quite appropriate. Kvale and Brinkmann advise that:

Many analyses of interviews are conducted without following any specific analytic technique. Some go

beyond a single mode of analysis to include a free mixture of methods and techniques. Other interview analyses do not apply specific procedures but rest on a general reading of the interview texts with theoretically informed interpretations. Knowledge of the subject matter of analysis here carries more weight than the application of specific analytical techniques (Kvale and Brinkmann, 2009:233).

I did carry out general readings of the interview and artefact texts bringing to these a range of theoretical understandings. In addition to the theoretical lenses from a wide range of educational literature and experiences I brought to the proceedings, my analytical approach was informed by a thematic narrative approach (Riessman, 2008). I saw this approach as particularly apposite for the following reasons: firstly, it recognises that prior theory exists and serves as a resource for interpreting the data; and secondly, it allowed the possibility of being able to theorise across a number of accounts by identifying common thematic elements across research participants, the events they reported, and the actions they took (Riessman, 2008:74). A constructivist grounded theory approach (e.g. Corbin and Holt, 2005; Charmaz, 2006; Dey, 2007) could accommodate these principles but, the sense of continuity of the teachers' journeying experiences would be difficult to capture. Riessman (*op.cit.*p74) advises that, at a fundamental level, the difference between narrative methods and grounded theory flows from the case-centred commitment. The decision to follow a narrative approach rested on the need to explore and retain the individuality of the teachers' journeying whilst remaining open to the possibility of identifying and forging cross cutting themes, across their accounts. I could preserve sequences rather than thematically coding segments and thereby, intentionally avoid the decontextualisation and extraction of a single line or a few lines of supposedly unambiguous meaning (Scheurich, 1995:241). The wealth of detail contained in long sequences might then be retained and better conveyed (Riessman, *ibid.*).

Analysis of narrative or storied accounts focuses not just on what the person said and the things and events they describe but on how they said it, why they said it and what they felt and experienced (Gibbs, 2007: 71). In a thematic approach to analysing teachers' narratives, content is the primary focus (Riessman, 2008:53). But stories

operate *within* society as much as they are about society (Gubrium and Holstein 2009:11). Teachers like all citizens are situated and act and interact within complex sets of interrelated networks. To gain some insight into how the teachers in this study situated themselves and others, and how they perceived they were situated by these other people and by policy and practice it was pertinent to consider the ways in which they attended to and represented time, place, characters and events. Andrews *et al.* (2008: 8) identify that thematic approaches are increasingly, explicitly, interested in context, and in any case *have* to address structure and context, at least implicitly since the meanings in which they deal are embedded in these. Therefore, although the main focus for analysis in this study was undoubtedly on content, I could not ignore the ways in which the teachers structured their accounts.

Some of the teachers created artefacts that visually represented their storied learning journeys and for these artefacts I had to conduct visual narrative analysis. Riessman (2008:144) advises that, as in word-based methods, reading an image closely and responding to details is essential to visual narrative analysis. To carry out this close reading, I drew on my own pedagogical content knowledge of reading and analysing children's narrative picture books and on the literature I had used to inform my own practice (*e.g.* Doonan, 1993; Nikolajeva, 2001; Evans, 2009). Each visual artefact was unique but in general, I considered the choices the teachers had made to represent their stories with particular attention to the following:

- purpose and audience¹¹
- form and structure
- composition/media
- point of view
- movement and time
- place
- characters and characterisation
- symbolism and use of metaphor

¹¹ Originally, at least, the purpose of and the audience for creating the artefacts were related to the aims of this study and I was aware of that. The teachers, who created them, have since used the artefacts for other purposes and for other audiences. With permission of the participants, I have used the artefacts to support my own teaching and other teachers' learning in the processes involved in self-study.

- mood and tone
- visual/written text dynamics
- intertextual links (i.e. links made with other texts *e.g.* policy texts; spoken texts; other visual texts etc.)

I carried out initial analyses of the artefacts prior to the interview. During the interview participants expanded on the meaning they intended to convey through their artefacts. Thereafter, each time I analysed the interview texts, I also referred to the artefacts. This allowed me to explore relationships between the texts for each participant and thereby conduct intratextual analysis (Keats, 2009:191).

Systematic analysis of the interview texts began with open coding from which further analysis ensued. In a concerted effort to ensure my own interpretations and codings were reasonable, I asked a colleague, who is a very experienced qualitative researcher, to independently read and openly code the interview and artefact texts. Although the audio recording was made available, he chose to work only with the paper data. The fact that our coding was very similar in many ways, but different in some, was encouraging on three accounts. Firstly, the fact that there were differences helped us both look closer at our interpretations and pick up on any relevant aspects that had gone unnoticed in either of our readings. Secondly, because there were differences as well as similarities, we shared, revisited, reconsidered, debated and further explored our analyses. Very careful and thorough reading of the texts was thus established. Thirdly, as a result of this and the dialogue about our readings, I learned a great deal including, the importance of moving beyond coding in a purely descriptive way. As a relatively novice researcher, I found this whole process exceedingly supportive and reassuring. It was inevitably a time consuming set of procedures for us both, but I believe that the analysis was enriched by it and between that process, and the teachers' endorsement of this report, the analyses used to inform this thesis are arguably, more defensible in terms of credibility and authenticity as a result.

After this intensive but vitally important, first round of analysis, somewhat reassured that the interpretations from which I was working were defensible, I continued with further rounds of analyses. I undertook a recursive, dynamic approach in which I took questions and ideas to, and formulated questions and ideas from, the data (see table 3.3 for an example of how I conducted one stage of this process for Lucy's data). To pursue the questions I took from the data, I revisited or sought out new relevant literature and/or returned to the data. One example of this was in response to Lucy's (and others') attention to the importance of talking with other teachers as a form of CPD. Prior to analysing the data, I had not read any specific literature about this. Once I had done so I returned to all of the transcripts to look more closely at the ways in which the teachers had spoken about talking with other teachers, and in particular where they spoke about it as a form of CPD. I then revisited the CPD policy and guidance documentation (e.g. HMIE, 2009b) to consider the profile it was given. At each layer of interpretation as I returned to the data, I listened and read differently. This constant interplay or 'flip-flop' (Pidgeon, 1996:82, citing Bulmer 1979) between my evolving interpretations and the research experience highlights the creative, dialectic nature of the analytic process undertaken.

It was through this flip-flop process that the sub questions for this study emerged. After rounds of open coding within individual's data and across all participants' data, I was able to identify broad categories under which to consider further the data. These broad categories were, as per table 3.3:

Self	Changes	Impact reported Impact evidenced through data	Agency	Performativity	School/EA issues + Other teachers	CPD
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Table 3.3 Extract from one round of analysis of Lucy's Data

This extract (page 1/5) was created in the earlier stages of analysis.

KEY: Black – general observations

Blue – common to at least one other participant

Purple – Metaphors

Red – commonalities across all participants' data

Green – unique to this participant

Highlighting – my comments

Lucy	Self	Changes	Impact reported; Impact evidenced through data	Agency	Performativity	School/EA issues + Other teachers	CPD
<p>Lucy</p> <ul style="list-style-type: none"> Has run inset Learnin g seen as a journey <p>Lucy actually not been teaching long – prior career as nursing sister</p>	<ul style="list-style-type: none"> restlessness about what to do nex centrality of people in development + learning – on almost every page dependent on support from others family etc to help study-similarities to Teresa? enthused+ excited about learning train tracks =unchanging – people + roads= developing journeys p3+ see artefact continual/ous growth – very strong 	<ul style="list-style-type: none"> practical still figures strongly Sense of journey before and after – CT experience + its effects making look at her past differently p4 + p13 + p18 Need to know why p21 Continuous improvement + p33 continuous learning Impact on thinking attitudes beliefs practice self – belief + confidence see p6 research Explicit tutor influence – is this similar to Isla + Andrew + Rebecca 	<ul style="list-style-type: none"> Pupils seen as central + considerable emphasis on them developing autonomy views systematic evaluation of impact is important reflection on and about action – not simply implementing p18 check other scripts for this intuition + unconscious practice meets theory + begins to make senses – CT provided turning point p18 +– but wanted to find the theory informing the influential critical skills course CPD p20 	<ul style="list-style-type: none"> routines, packs worksheets early rebellion against p4 past sense of conformity/co mpliance p6 made so much progress she has a fear of being thwarted again p38 need for agency/owners hip expressed p39 language of collaboration. consultation, listening 	<ul style="list-style-type: none"> paper + product – just doing the routines as a teacher – before CT <p>p22 refused to simply follow schemes – inference of being boring</p> <ul style="list-style-type: none"> importance of teachers' voice p14 p31 tick box coverage + coverage does not equal achievement p31 (see also Teresa + Rebecca for how play out in secondary) 	<ul style="list-style-type: none"> benefit of pupil seen as central p8 paper + product – just doing the routines as a teacher – before CT rhetoric around working parties p6 see also p7 her idea of “strategic participation” p31 tick box coverage issue in school and EA - in most other scripts too Jennifer Teresa Andrew Isla Rebecca sense of stasis in teaching even though was happy in the school + idea of being trapped in time /stagnation p6 in 2 sections 	<ul style="list-style-type: none"> Learning logs important – as for Jennifer clear similarities emerging as per provider for CT study Importance of placement + quality of teacher is this because mature student + ∴ only one to mention but Mark mature too– check rhetoric around working parties as distributive/inclusive BUT some teachers don't want to be there and join for other reasons(least work) p6 provides her definition of what collaboration entails by identifying the opposite p 6 used to see CPD as a course + lack of impact of such courses p11 – tips and take aways idea- see quote p11 + tips for T courses are 'dangerous' p25 quote +a lot of Ts don't realise!

I conflated these into three categories: teacher as individual; CPD; and context, which reflected the reading I had carried out on teacher learning as a sociocultural phenomenon (e.g. Hoban, 2002; Knight, 2002; Kelly, 2006) and thus the three sub questions became important to ask of the data.

These sub questions were:

- In what ways does the CPD they have each experienced appear to have contributed to their learning and journeying?
- In what ways do the individuals themselves appear to have shaped and responded to their journeying?
- In what ways, and to what degree, do the contexts in which the participants work appear to have featured in the teachers' learning and journeying?

Using all of the research questions, I analysed and explored in detail, each of the nine accounts. As anticipated, every journey was unique and in the storying of their accounts each teacher privileged something different to tell about personal, professional and political influences on their learning and practice. In each case, a range of influences mattered, some of which were particular to the individual and some of which were common across accounts. Looking across the data I could also see certain themes that appeared in all nine of the stories, albeit in different ways and to varying intensities. I refer to these as the *cross cutting themes*. These cross cutting themes are: *the importance of process-focussed CPD*; *changes in professional identities and practices through coevolutionary processes*; and *the importance of knowing why*.

Deciding how to present the data has been the most difficult task for me in this study. Although I had anticipated there might be cross cutting themes, I was surprised at how easy it was for me to identify them. In one way, it would have been so easy to have privileged these themes as the most important to share by having a chapter for each one and drawing from across the nine accounts to illustrate the theme. But to have presented the data in that way would have meant sacrificing the individuality of each journey. I had specifically chosen to undertake thematic narrative analysis so that this might be avoided. I was however aware that to do justice to nine individual

accounts, the data chapters would be lengthy. I deliberated long and hard and considered various options but it was not until I returned to the first principles of the research endeavour, that I was able to confidently make the decision to present all nine accounts, in similar detail. Throughout this research, I have worked from two main premises: to research with integrity and to ensure that any actions taken were fit for the research purpose. Therein lay the solution.

The purpose of this research was to explore teachers' accounts of their learning journeys and their perceptions of what proved important to them, so that we might better understand some of the complexities currently at play and how the teachers are negotiating them. To understand complexity cannot be done by reducing it to simplicity. To convey the complexity of each teacher's situated learning journey meant that retaining the particularity of each account became the first consideration. The second was how the commonalities might then be shown.

Researching with integrity in this co-operative venture meant that I could neither readily select any accounts to be privileged to tell above the others nor could I ask the teacher participants to do so. On what criteria would either they or I decide whose journey was less important to profile? This was a genuinely exploratory study as the openness of the research question indicated. The fact there was so much to learn about their becoming and being teachers-as-learners from these nine teachers' accounts can be seen to give validity to the question and indeed, the enquiry. From each account, there was something quite different to learn. Learning how the commonalities emerged from such diverse and unique learning journeys was, in itself, informative. But, in addition, each teacher identified at least one further influence that was to him/her of considerable consequence in the journey made. This meant that not only were at least nine more influences identified but also that insight into the ways in which these influences played out and affected each teacher's journeying was gained. Taking cognisance of both fitness for purpose in reporting the data and of ethical respectfulness and sincerity (Macfarlane, 2009:42) I have therefore presented all nine accounts.

Presentation and Consideration of the Accounts

In chapters 4, 5 and 6 I present and discuss the teachers' accounts. See table 3.4 for a conceptual and organisational overview.

Table 3.4 Presentation of Data: an overview

Chapter	Elements involved in the coevolution of teacher learning	Teacher	Particular Influence	Cross Cutting Theme
4	CPD	Jennifer	process matters	Process-led CPD Knowing why
		Andrew	quality matters	
		Cheryl	presentation matters	
5	Teacher as Individual	Mark	moral purpose matters	Changes in professional identities and practices through coevolution
		Lorna	persistence matters	
		Teresa	family matters	
6	Context	Isla	leadership matters	
		Lucy	people matter	
		Rebecca	learning matters	

Jennifer, Andrew and Cheryl's accounts constitute chapter 4. Who they each are as individuals and the contexts in which they work obviously played a part in their learning journeying and this could not be ignored in consideration of their journeying, I therefore alluded to these influences in the discussion of their accounts, but because CPD related issues featured so strongly in their storying, I have presented their stories to illuminate the different ways in which CPD mattered to them. In Jennifer's story she foregrounded process as important, whereas Andrew focused on what he meant by quality CPD. Cheryl made specific reference to the presentation of CPD and what that meant to her learning. All three cross cutting themes are introduced in Jennifer's account, thereafter; I discuss these themes, as appropriate, in the other teachers' stories.

Chapters 5 and 6 are organised similarly but as can be seen in table 3.4, chapter 5 comprises the stories of teachers whose personal/professional identities and

dispositions appeared to feature strongly in their journeying. In Chapter 6, the teachers' accounts illuminated the powerful influences that their interactions within school, local authority and national policy contexts had on them and their learning.

I present one account at a time. To provide the reader with relevant background information, I include a brief professional biography and then identify and explore the ways in which particular influences have affected the teachers' journeying. An important consideration was the teacher's perceptions of the impact on his/her thinking and practice. I have therefore highlighted and discussed the main changes identified.

In addition, I believe it was important to include evidence that the teachers were practising as teachers-as-learners, since the whole premise on which this study is constructed is that these teachers' accounts would help us understand what might be involved in such journeying. Were there to be no evidence of this in their accounts, any claims made might be considered less credible. Within the scope of this study, the only evidence gleaned was, of course, from the teachers' own accounts and the fact they were Chartered Teachers/en route to becoming a Chartered Teacher. However, I believe there is sufficient backing within these accounts of the ways in which the teachers' practices have been recognised by their colleagues and most prominently, through the ways in which they critically reflected on their journeying.

Chapter 4 - CPD Matters

Overview

A review of the literature highlighted the important role that CPD will almost certainly have in any strategy that envisions all Scottish teachers becoming and being teachers-as-learners. It was therefore essential to explore the views that the teachers in this study had developed about CPD in the light of their own lived experiences. In this chapter, I therefore consider the sub question:

In what ways, if any, does the CPD they have each experienced appear to have played a part in their learning and journeying?

CPD mattered to all of the teachers in this study, particularly CPD that was process focussed as opposed to task or outcome focussed. But for each teacher a different aspect appeared to matter more to them and their journeying. In this chapter I present Jennifer's, Andrew's and Cheryl's accounts to illuminate the ways in which different aspects of CPD were valued by them. To be a teacher-as-learner means exercising a positive disposition to professional learning. In each of these accounts the teachers share the ways in which their dispositions to learning have, over time coevolved, as they as individuals have influenced and been influenced by the contexts in which they worked and as they negotiated various CPD experiences, along the way.

The importance of process-focussed CPD; changes in professional identities and practices through coevolutionary processes; and the importance of knowing why were the themes that were evident in all nine of the accounts. To introduce these cross cutting themes and to illustrate how they were manifest throughout her account, I present Jennifer's story. Jennifer's experiences show how vital process focussed CPD was to her becoming and being a teacher-as-learner and to the ways in which she negotiated changes in her personal/professional identities.

Andrew's story is presented because it offers an insight into the ways in which process focussed or 'quality' CPD, as he called it, acted as a catalyst to very significant changes in his disposition to learning and to his practice.

Cheryl's account provides a view from a teacher who was at the very early stages of her Chartered Teacher study but this was by no means the beginning of her journey to becoming and being a teacher-as-learner. Over the span of her career she had actively sought and wholeheartedly participated in a wide range of CPD opportunities. I present her story to highlight the specific factors that so powerfully influenced the choices she made for her professional learning.

I begin with Jennifer's story.

Process matters: Jennifer's journey

Jennifer's account foregrounds each of the cross cutting themes. These themes are the importance of process-focussed CPD; changes in professional identities and practices through coevolutionary processes and the importance of knowing why.

In the storying of her account Jennifer explored the ways in which she has, through a series of learning processes, begun to renegotiate certain aspects of her set of professional identities. Postgraduate Chartered Teacher study and a critical incident she experienced as a result of her participation in the study trip to Melbourne were identified as the two most significant influences on her becoming and being a teacher-as-learner. This, however, was not a simple linear sequence of processes through which steady progress was maintained. There were stops and starts, continuities and discontinuities and through intellectual and emotional effort, various learning pathways were forged. All of the processes involved in conducting professional enquiry and talking with colleagues whose own thinking and practices she respected, proved crucial to her learning. As an integral part of her postgraduate Chartered Teacher study she had planned opportunities to develop and practise the skills knowledge and understandings necessary to conduct professional enquiry. But, it was not until she actually saw and critically reflected upon, different pedagogy-in-action in Melbourne that she began to make sense of her own practice, her own learning and her professional disposition in a way that meant she adopted professional enquiry as a way of being, embedding it within her day-to-day practice. She had not only become, but has continued to practise as a teacher-as-learner. Simultaneously, she has continued to forge and negotiate changes in her set of professional identities. These outcomes appear to have emerged simultaneously,

however, they have not occurred independently of each other; quite the opposite. They have coevolved, through ongoing interaction between Jennifer, as an individual, the CPD she experienced and the personal professional and political contexts in which she is constantly immersed.

I begin with her artefact and draw on extracts of the interview transcript to establish and discuss these themes and related issues (see figure 4.1). Throughout the telling of her story there are many allusions made, either explicitly or implicitly, to *processes* involved in her learning and to the importance she places upon them. The artefact itself depicts two processes she viewed as crucial to her becoming and being a teacher-as-learner: a recursive process of professional enquiry and, (represented as the change from her just ‘swimming with the crowd’ to her ‘daring to be different’), a coevolving process of identity reconstruction. Driving her engagement with these processes was her recently established commitment to becoming a more critically informed practitioner. This commitment to knowing and understanding *why* the approaches she adopted might best meet specific learning needs became more firmly established as a direct result of a discontinuous sequence of learning that followed, what for her, was a critical incident.

To consider her learning journey, Jennifer began with the most recent critical incident to have contributed, in a highly significant way to her becoming and being a teacher-as-learner. The learning processes, with which she engaged following this incident, appear to have had a deep, lasting, effect on her practice and her professional identity.

When she embarked on the study trip to Melbourne, Jennifer had little concern about her own practice. In fact it was considered exemplary by colleagues in her school and in her LA. Her secondment to the LA as a development officer with responsibility for Learning and Teaching, AifL¹² Formative Assessment and working with probationers was on the strength of her practice.

¹² AifL is the acronym adopted by LTS for the current national initiative *Assessment is for Learning* that promotes the adoption of three different forms of assessment (assessment for, as and of learning). The term formative assessment incorporates assessment *for* and *as* learning, and is promoted as being essential to effective learning and teaching.

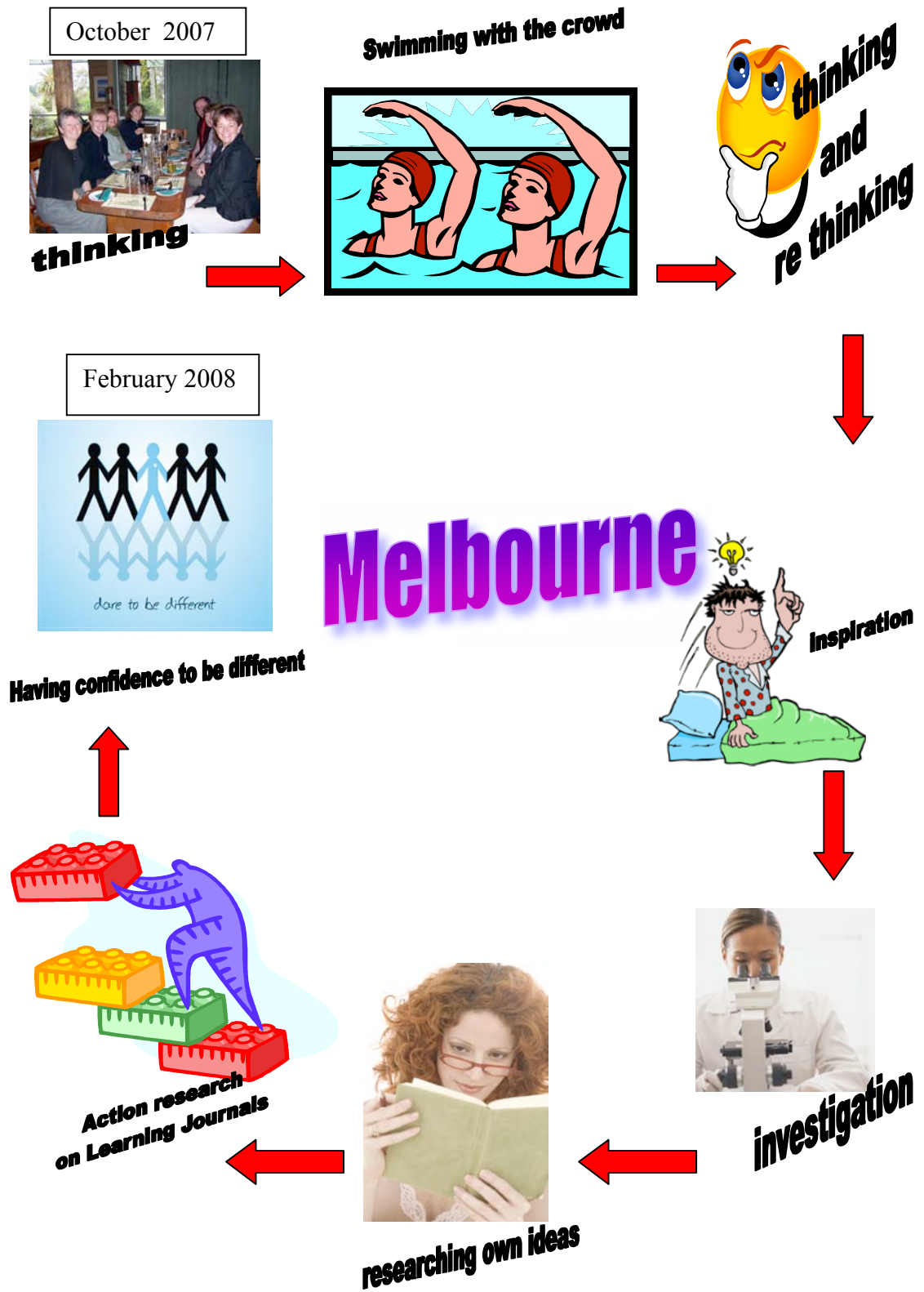


Figure 4.1 Professional enquiry, professional identities

The practice she saw in Melbourne and the lengthy professional discussion with colleagues during that study trip began to really challenge Jennifer's thinking and practice. She found that she had to gradually come to terms with the uncomfortable realisation that, without really understanding the learning purposes of them, she had just been implementing sets of currently popular activities, or as she calls them, 'gadgets and gizmos' for conducting formative assessment in her classroom. Sharing this realisation, she said

I have to confess when I went, I was quite happy with what I was doing, formative assessment. Ermm, it was something I had been developing for a couple of years and I had a few gadgets and gizmos I was using in the classroom that I was quite content with.

Her critical reflection resulted in her questioning not just her practice, and her depth of understanding about it but her whole way of being as a teacher. As she reviewed her past, she reached the conclusion that she was simply 'going with the flow', doing what all the other teachers in her context were doing in terms of formative assessment practices. But, crucially, for Jennifer's professional development, she realised that in just 'going with the flow', she had been implementing formative assessment activities without any real understanding of why these would actually enable her to enhance learning and teaching in her classroom.

She was, as she says, simply 'going through the motions'. Jennifer framed this as uncritical compliance on her behalf, as both her selection of the clip art and her choice of language indicate (see figure 4.2). Repetition of the verbs 'told' and that she 'had to' serve to reinforce the sense of subservience and passivity Jennifer depicted. Similarly, the apparent change in her thinking is reflected in her word choice. The emphatic use of 'had' and 'why' and the use of 'really truly' after the realisation serve to confirm her commitment to reconsideration of her stance.

Referring to this clip from her artefact, she recalled:

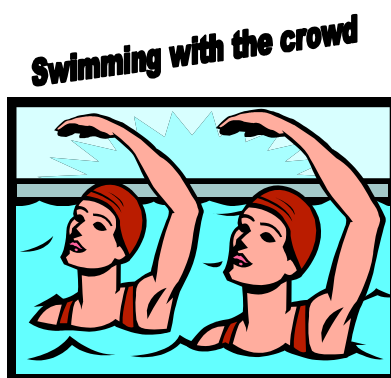


Figure 4.2 Jennifer - Swimming with the crowd

I began to feel I was just doing the synchronised swimming part here, swimming with everyone else [*pause*] I was mimicking what I really was told to do. In other words I had been told on the courses that I had to do: WALT and WILF¹³ and I had to do traffic lighting and I had introduced these into my classroom. And, the journey we spent, the sort of thinking time we had in Australia made me realise that I had to be really sure I understood the philosophy behind what I was doing, why was I using WALT and WILF why was I using traffic lights, and not that I just had all these gadgets and gizmos going on in my classroom, but that I really truly understood and conveyed to the children what they were all about. (Tp1)

The fact that she referred to them as ‘the courses’ implies that the choice to attend was not her own and that she saw them as part of a suite of courses designed specially to impart specific messages about practice. Reflecting further on her own and other teachers’ actions she believed that it was not just her who had obeyed, attended, and who, then in practice, was just ‘going through the motions’:

...everyone is following the same routine and doing the same thing, its like the one size fits all, and that’s how I was viewing all the things I was doing in my class with my WALT my WILF and my traffic

¹³ Shirley Clarke (2001) promotes the use of WALT and WILF as acronyms for What I am Learning Today and What I Will Look For. Adoption of the use of these acronyms is meant to encourage teachers to share with pupils the intended learning outcomes and success criteria. Whether as puppets or as posters, WALT and WILF are likely to be found in every classroom in all of the schools that participate in the national AifL initiative.

lighting. I felt I was going through the motions of formative assessment, but what I was seeing in the Melbourne schools was more a style of teaching, as I said before it's the whole idea of this being child-centred, I had used the words, but it truly was helping the children and facilitate their learning. (Tp36)

The idea of having 'used the words', suggest that Jennifer had reached, what Fullan (2007: 28) calls, "false clarity" about her formative assessment practice. This is when people *think* they have changed, but have only assimilated the superficial trappings of new practice. The fact that she discovered these things for herself can be seen as evidence of her recognising dissonance between her espoused theory and theory in use (Argyris and Schon, 1974). When teachers discover this kind of dissonance for themselves, come to terms with, and then try to reconcile it, the learning achieved is likely to be significant (Day, 1999; Hashweh, 2003). Certainly, this proved to be the case for Jennifer since it not only forced her into pursuing a deeper understanding of her practices but also into really questioning her own professional stance. There is however, no indication that Jennifer believes that the teachers she knows in her LA (those I presume she means when she refers to 'everyone') have had similar revelations. If all Scottish teachers are to become and be teachers-as-learners, this is an important issue. I consider the issue further in chapter 7.

As Jennifer examined her practice she realised that she needed it to become more substantial and substantiated, and this caused her some concern,

So it was a little bit scary to think what I had been doing [*pause*] it wasn't that it was bad, what I was doing in the classroom wasn't bad, but it wasn't enough, I hadn't really gone into it deeply enough, so that's where my inspiration part comes in, where I was really I think just truly reflecting on this...

But for her to reach this new understanding it took time and was not a straightforward linear journey. Although this inspirational period in her learning appears to have been triggered by her experiences on the study trip, the transformation in her practice did not become manifest until four months later and, accentuating the nonlinearity of the process, the roots of this transformation lay in the postgraduate Chartered Teacher study she had undertaken four years previously.

The problematic nature of the dissonance, between her own practice and that which she saw in Melbourne, was neither wholly preoccupying, nor immediately recognisable to her. It seemed, as she said, to just ‘niggle away’ and it wasn’t until she found a practical application for her deliberations that they became more meaningful to her. Highlighting the multiplicity of the processes involved, Jennifer identified that time to reflect, think and re-think, read, write in her reflective journal as well as opportunities to explain and talk to others about what she saw, were all welcome and necessary supports to her own learning. These cognitive, metacognitive and procedural practices are all processes involved in conducting and sharing professional enquiry and although Jennifer appeared to draw naturally on these, she had only been introduced to them during her MEd/Chartered Teacher study. To achieve the MEd/Chartered Teacher award, Jennifer had to conduct and write up a collaborative professional enquiry. But the fact that she, of her own volition, initiated and conducted a systematic enquiry post-award, indicates that the learning she gained during her formal study has been sustained and that she is currently practising as a teacher-as-learner.

Learning how to conduct professional enquiry seemed to be a rite of passage for Jennifer that then enabled her to more confidently exercise her own agency. From her explanation, we can learn much about becoming and being a teacher-as-learner and the ways in which it contributed to the reconstruction of her professional identity:

This whole idea of teachers are researchers for me is fascinating, because suddenly somebody has given you a licence to say, you know what you are talking about, you don’t need to be told what to do, you actually are an expert in that area and you do have information and knowledge and understanding that you can share with... I really do feel before it’s been very much a case of someone else telling you what to do, and therefore if it didn’t fit in then I must have been wrong and they are right [*pause*] and I just feel over the last few years suddenly its been a chance to look at what I am doing, why I am doing it, examine it, and actually go do you know I don’t do such a bad job after all, and I should have more faith in what I do. And a lot of the times I am reading things and going yeah, I do that, and yes I think its right, and well done me.

When I asked her which factors, from the CPD she had experienced, had contributed to these changes in her self-efficacy and sense of agency it became clear that there were many and that they were all located within her MEd/Chartered Teacher study. But this was no quick fix as she explained:

I think [*pause*] it's been a slow process, but I think the structure of the masters course that I did in a sense, where the ownership for the learning was firmly put on my shoulders, where I was being provided with understanding and I had been provided with support, and I was being provided with knowledge to a certain extent that I could use that helped me examine my own practice on my own.

Here, it might be construed that Jennifer contradicted herself, in that she spoke of autonomy, and at the same time spoke of 'being provided' with knowledge and understanding. Even the ownership was perceived as given, rather than assumed as a matter of course. However, this does not surprise me. Earlier in the interview, Jennifer had explained that when she embarked on the MEd course she had fully expected, and had actually wanted, to be told what to do and how to do it. After all, she had become fully accustomed to this form of CPD and to attending the CPD events that she felt she was obliged to attend:

I don't know about other education facilities but the primary schools have this **huge** thing about CPD and what it involves, and its about going on courses, and being dictated to by other people about what you can and you can't do. So as class teachers we have kind of got used to doing what we are told, when we are told, and we are really quite struggling to break down that barrier of people taking ownership for their own CPD and being allowed to develop in a way that suits them.

As she went into more detail about the differences between 'the courses' and her postgraduate study it became obvious to her that she had both positioned herself and been positioned in the role of obedient recipient of others' pedagogical wisdom:

But the whole master's course, that kind of was a different way of working for me I think, rather than having spent years going on courses to be told right this is interactive maths, and this is how it works, and you go back to the classroom and you mimic me and it will work, and thinking they must be right because they have written books, and they are important people, and they are standing up there telling me this therefore I have to go back and try and make this work, and there'd be a frustration out of it and I would also find myself thinking oh they send you on these courses, and its impossible to replicate that once you are back in the classroom.

It came as something of a shock to her to find that, on the contrary, the skills knowledge and understandings she was encouraged and supported to develop throughout her postgraduate study were neither package nor product-focussed but process-focussed. She had to learn to actively engage and participate in her own learning. Gradually relinquishing the safety of the passive role to which she had become accustomed, she engaged with the processes and her confidence increased:

So I think, that's been a gradual change, but what has happened, and I don't know where this came from, is a growth in confidence in my **own** ability to have the confidence in my own judgment which I didn't have before. I would always assume someone else right and I was wrong... and by examining my practice, by having the space which I hadn't had for a very long time in teaching, to look at the theories behind teaching, to look at the reasons for what I was doing, and why I structure my day the way I do, and why I teach in the style I do made me start to think actually I don't do such a bad job, and it does all actually make sense why I do what I do.

Here, and when she said that although her practice was not bad, she had 'not gone into it deeply enough', Jennifer conveyed the distinct impression that prior to exploring and understanding why it should be effective, she had never fully made sense of her pedagogical practice. Although she evaluated her practice in generally positive ways, when she considered her practice in formative assessment and the way she had employed her gadgets and gizmos, she realised that this superficial task-led approach was insufficient.

So it was a little bit scary to think what I had been doing [*pause*] it wasn't that it was bad, what I was doing in the classroom wasn't bad, but it wasn't enough, I hadn't really gone into it deeply enough.

Making sense of practice through critical examination and evaluation however did not just make intellectual demands on Jennifer. It was an emotional journey too, that at times proved to be somewhat overwhelming, so much so, that when I asked her to tell me about those times she said:

And there were times where I just wanted to go back and forget I had ever done the course because it's so scary [*pause*] There were times where looking at things you suddenly had that horrific moment of oh I can't believe I spent forever doing that, and now I can see why it hadn't been purposeful. And then there were times where you just wanted to stop thinking, wanted to stop examining everything, it turns you into a 24-7 monster which I still am now, I just can't stop thinking anymore, which I am delighted with and horrified by all in the same, the same thing, and it turns you into an opinionated person that people just wish you would stop [*pause*] that's not good either.

To further explore this interesting paradox, I asked her,

Why can't you go back though Jennifer, why can't you go back if that was an easier way to be?

I can't unlearn, I can't go back and teach the way I was teaching before because it wouldn't sit right anymore, it doesn't fit in with what I think is right. And if I am bluntly honest it was wrong and I can't ever do that again, because how could I do something knowing what I was doing was completely wrong?

But why could you not just go on teaching as you are just now and not question that again, you know, and just say, 'Right, o.k. I have done pretty well, I have got my masters, I know quite a lot, I know a fair amount here?'

Because you don't, because you are always going to be [pause] everything you do in your classroom you are always going to be looking at and thinking did that work, did it not work, if it didn't work why didn't it work, what could I do differently [pause] children are so complex, and every child you have in your class is complex, you are constantly trying to support thirty different characters. There is never going to be a one size fits all, so you are never going to crack it, you are never going to say right here's a formula, and if I come in the morning and I do this, this, and this, I can go home and I can be happy. Teaching is never going to allow you to just get on with it I don't think, in my head [pause] not to be a good teacher [pause] a good teacher is someone who is constantly asking themselves questions, and constantly staying open to new ideas and how these things are going on.

This belief that she cannot go back to the teacher she was before is, I believe, a crucial position to have reached. Despite the effort and challenge she has experienced intellectually and emotionally, she now has the necessary knowledge, skills and understanding to systematically and critically investigate her practice and the impact it achieves. And, because she believes that, through using these, she is constantly improving her teaching and, the learning experiences of her pupils, she is not willing to give that up. She has taken thought control over her actions (Gibbs, 2003:8).

Jennifer also recognised the highly complex nature of teaching and learning and that there can be no simple formula to be devised and applied. By doing so, and by showing thought control over her actions it suggests that she has developed four forms of self-efficacy that are important indicators of her being a teacher-as-learner. These four forms are:

- **Behavioural self-efficacy** – teacher's belief in her/his capability to perform specific actions to deal with specific teaching situations.
- **Cognitive self-efficacy** – teacher's belief in his/her capability to exercise control over his/her thinking in specific teaching situations.

- **Emotional self-efficacy** – teacher’s belief in her/his capability to exercise control over her/his emotions in specific teaching situations.
- **Cultural self-efficacy** – teacher’s belief in his/her capability as a teacher to perform specific actions in culturally appropriate ways in specific teaching (Gibbs, 2003:5)

However, as she captures in the artefact and in particular, in her choice of the following clip art, this all takes considerable courage because, by questioning, researching and systematically evaluating initiatives she is asked to take on, she is daring to be different.



Having confidence to be different

Figure 4.3 Jennifer - Having confidence to be different

So I just felt, my last picture here was my change mentally I think goes from the synchronised swimming where I felt I was just doing whatever everyone else was doing because it felt right, and it seemed to be the right thing to do. I am happier now to be the one that stands out, I am happier to, if I don't like something, say so [*pause*] and I want it proven to me that it's right, and it works, whether I have the chance to work with it myself to see if it works, or somebody comes to me with something and says, 'Yeah, look here's the evidence I have.' I want evidence for everything now.

Whether she generated it for herself or whether it was externally sourced, the idea that she *now* (*my emphasis*) wanted evidence for everything suggests that this is a new stance she has adopted. Her own actions, as depicted in her artefact, and as told in her story about how she independently initiated and conducted a professional

enquiry indicates that her practice not only reflects her disposition, but also her ability and commitment to practising as a teacher-as-learner (Dottin, 2009; Day *et al.*, 2007). Having evidence for everything served more than her practice, though. There was also an emotional aspect involved. When she had what she believed to be sufficient evidence, she then felt more confident to persist with and pursue what she understood as good practice. In this particular case, she had to persist to conduct professional enquiry because there was little encouragement or support to do so from her line manager. Jennifer resisted the pressure to simply adopt a learning journal that had been circulated and used in another Local Authority, because she did not believe it would actually induce or support critical reflection.

Although Jennifer faced the many challenges she encountered as she conducted her professional enquiry, she was not prepared to be different just for the sake of it. There had to be an educational cause in which she believed and even then, aware of the vulnerability she felt, she would have to carefully consider how overt she might be about challenging the status quo.

Yeah, dare to be different, and I think that's sort of my feeling at the moment where I have the confidence, I will dare – to – be different **if** I feel I am justified. I am not going to be different just for the sake of it, but I don't mind being the blue guy in amongst all the black guys if I feel that I am justified in sticking up for my principles and having what I am. And I don't even, maybe even [pause] different is the wrong word there because I don't feel different, I just feel [pause] me and I am quite happy to be me and I am quite happy to..to stand alone on things if I have to. I suppose until the going gets tough yeah and then you change your mind (*laughing*). But then tied in with that comes a lot of self doubt, also I'm having the confidence to be different, and I am daring to be different, but its **scary**, and its quite a scary place to be, and as I said before there is still that thinking of [pause] of you go back to how things were before you would be in your comfort zone and self protected, and you can put yourself out there a bit by doing it. So by daring to be different there are people who would delight in knocking you down and you do expose yourself to that, so [pause] it's, it's a vulnerable [pause] so maybe I should have had a little Mac [Macintosh coat] some times I will be different and other times I will just want to be like everyone else, because there is less pressure [*both*

laughing]. There was a time in my life not so long ago where I would have done anything to just fit in and be like everyone else, and not rock the boat. And, not that I would deliberately set out to do that now, I have not turned completely bolshie and I am not out there looking for trouble, but I am quite happy to say you have your opinion and you have my opinion and I think I am right.

And what drives that Jennifer, is it that belief that you are making a difference, or is it...

I think it just all boils down to the confidence thing again, it is that [*pause*] with me it's **all** about having the evidence and something to base it on, and I am quite happy to be told I am wrong, if somebody can show me why. And I am quite happy to hear someone else's opinion because that's brilliant, and that's something that's just fascinating to hear other perspectives of it.

Even if it challenges yours?

Yeah, because it makes you reassess what you are thinking.

Through considerations, such as these, Jennifer has allowed us insight into how she views and enacts her own positive attitudes; her growing sense of self-efficacy; her beliefs about learning and teaching; her recently acquired, but now, constantly developing, conceptual knowledge and understanding; her tolerance for paradox, contradiction and ambiguity and her ability and commitment to critically reflect on all of these. These attributes and the ways in which she has demonstrated them suggest that Jennifer has reached a high level of cognitive development as a teacher (Day, 1999, citing Oja, 1989) and that she has become, and is wholly committed to, continuing to be a teacher-as-learner.

We have learned that there has been no single causation for the significant developments in her professional identity and practices and that the journey has been far from linear, either chronologically or in terms of the processes involved. As featured in her account, what certainly appeared to contribute to her becoming and being a teacher-as-learner were: discovering and understanding the theoretical roots of the pedagogical approaches she adopted (Elliot and Sarland, 1995); learning, understanding and using professional enquiry knowledge and skills; discovering

implicit beliefs inherent in her own teaching (Romano, 2006); noticing theory-in-action in practice that she saw as congruent to her own values (Harland and Kinder, 1997); then, through both talking with others and through self –reflection, critically evaluating and making connections with her own understandings and practices. These were all processes, and processes that overlapped and intertwined over time.

That teacher learning is a messy affair, fraught with contradictions, continuities and discontinuities has been, and continues to be, recognised by those who research into it (e.g. Cochran-Smith and Lytle, 1993, 2009; Day, 1999, 2007; Day and Sachs, 2004; Eraut, 1994; Goodson, 1992, 2003; Hoban, 2002). But, how well this has actually been recognised and understood by policy makers, CPD providers, school management and leadership teams and, indeed, teachers themselves is brought into question by Jennifer's and the other participants' accounts of their experiences. To explore this claim further, I now turn to parts of Andrew's storied account because it further illuminates some of the complexity involved through the experiences of a secondary teacher who was at a different phase in his career and whose attitudes to professional learning had been, for much of that career, fairly negative.

Quality matters: Andrew's story

Andrew did not provide an artefact before our interview; instead the data co-created from it helped him to create one for himself and for publication. He wrote an outline of the story of his learning, citing his Chartered Teacher study as having significantly changed his professional identity and practice and his regret that he had not been exposed to this kind of learning earlier in his career. But now he had found a new, professionally and personally rewarding direction and he was following it wholeheartedly. His story was published in his local authority CPD magazine and in the national GTCS magazine. From a methodological point of view, having adopted a co-operative approach in which the teacher participants decided how they would consider their journeying, Andrew's story is also of interest in that it shows how the process of participation in the research supported his own learning and that he produced an artefact when he felt ready and self-motivated to do so. Interestingly too, when he did create his written artefact, it was for his own benefit first and for public consumption, second.

The contrasts between Jennifer's and Andrew's journeying extend far beyond one teaching in the primary sector and the other, in the secondary. Prior to becoming a teacher-as-learner, Andrew positioned himself, as a learner and as a professional, very differently to the way Jennifer had positioned herself. Although there were some notable similarities in the ways in which he perceived CPD provision, his reactions to what he viewed as pointless courses experienced along the way, contributed to very different outcomes.

Established from the beginning and running throughout Andrew's telling of his story, was the theme of change in professional identities and professional actions. Learning to move beyond the superficial levels of immediate and technical reflection (Wellington and Austen, 1996:312) proved vital to these changes. But these changes were not as a result of a continuous professional development process for Andrew. He drew clear distinctions between two phases in his professional learning and in his career: the long period before he undertook Chartered Teacher, and the relatively short period since 2005, when he began his study. The coevolutionary process of professional learning, identity formation and practice can be detected in both phases. Throughout his account, Andrew gave strong indications that, prior to undertaking Chartered Teacher study, a number of factors had coevolved in ways that militated against him becoming a teacher-as-learner. The school context, particularly the departmental culture in which he worked, his own disposition as a teacher and learner, and the majority of the CPD he had experienced appeared to be the main, contributing factors. He also believed he was a different kind of professional before he undertook Chartered Teacher study

I wasn't a professional when I came into, I mean I was a professional teacher but I wasn't really a professional in the meaning of the term professional. Module one started me to think about the ethics, the morals, the concepts that are fundamental to a quality teacher, which is what Charter (this is what Andrew refers to as Chartered Teacher study) is about.

Although he does not explicitly say what kind of professional he was, we can gather that he had not thought deeply about what this actually meant to him or what might have informed his own professional actions, until this point in his career.

Andrew's motivation for undertaking Chartered Teacher study was driven by the financial reward to boost his retirement pension. He was very clear about the pathway he would take. He intended to do Module One (the only statutory unit of postgraduate study he would need to take) and then apply to GTCS for full accreditation, the quickest and least expensive route to take to achieve Chartered Teacher status and the substantial financial remuneration it would bring. The fact that he might actually learn from undertaking Chartered Teacher study had not crossed his mind.

Having taught in the same High School for thirty years, with a short interlude in another school as acting Principal Teacher (PT) for the duration of a maternity leave, Andrew identified that the Chartered Teacher study he began in 2005 was the beginning of his journey to becoming a teacher-as-learner:

The beginning has to be module one; it has to be module one. Module one was a sort of one of these pinnacle moments they talk about in the GTC, you know [pause] what is the moment? [pause] it was the critical moment because up until that point, I mean I hadn't really thought of going on to [pause] I didn't even think about Charter, [pause] module one just turned. everything around [pause] It then blossomed out into all sorts of other things, such as you know in school I could see situations arising, decisions being made in school, and I am saying no I am not sure that is right, and its not right because of this, this and this, and here is this in the area [pause] so why are you doing that? Now prior to going into module I never did that, I was the guy in the department - let's do this? yeah ok fair enough, lets do that, no problem about that. Now I am much more critical, much more concerned, and that was a big first spin around for me for module one.

That he believed he had experienced dramatic change was conveyed both explicitly when he referred to ‘critical moment’ and implicitly, when he talked of ‘a big first spin around’ and later, when he said

I could feel within myself, there were changes and developments taking place and I was suddenly able to take the glaze off my eyes and see with better clarity what was really going on around which, up until that point, I hadn’t really bothered too much about.

But this change was not an end in itself: it was only a beginning. The idea of things ‘blossoming out’ from his learning suggests that what and how he had learned through his Chartered Teacher study proved generative to further learning and change. Similar to Jennifer, there is evidence of impact on his professional identity and the way he then behaved in school. Not only could he see things differently, but he had also developed a different voice, with a new confidence and the motivation to express it. He attributed this ‘conversion’ to a newfound excitement for professional learning:

The other one, and it was the idea of learning, I hadn’t... I mean I was just sitting back, I would be about 55/54 at that time, something like that, I was just waiting for that year zero, 60 and I was getting the hell out of here, you know. It was a matter of counting down the years, and its like my principal teacher who, I don’t know if he still does it, but he did, a couple of years ago, quite seriously and for quite a while, he would know exactly how many periods that he had until he retired, and he has got about eight or nine years to go, he had it down to periods. And I was getting close to that sort of thing. But the turn around, and because of the enjoyment of learning, and because of my confidence in what I am doing, and by wanting to develop in all sorts of other ways, I am converted. Now I am concerned with how many years I have actually got, and what can I do in those years that are remaining, rather than how soon can I get the hell out of here and head for the road.

As did all of the other teachers’ accounts in this study, Andrew indicated that he was considering his present actions in relation to past and future dimensions in time.

Whilst there was some regret about him not having had or taken the opportunity to become a teacher-as-learner earlier in his career, the idea that he was re-envisioning his future was perhaps for him, the most significant outcome. Andrew developed a new orientation to his time limited future through, what turned out to be, the most meaningful professional learning experience of his career. This allowed him to escape from being trapped in an ever-repeating continuous negative present. He had escaped his own, professional “Groundhog Day”¹⁴.

There were many indications throughout his account that he had become rather jaded by the experiences he had had in the longest phase of his career. His attitude towards CPD was one such indication. For many years prior to his Chartered Teacher study, he had not considered seeking out, what he termed as ‘quality CPD’. He had chosen not to. The last time he had chosen to attend CPD outwith that which was expected of him contractually, was when he participated in a Diploma in computing course. He makes it clear that his motivation for this, however, was only to get a day out of school every week for two terms:

Even though the reason I went on that course was to get a day out of school. I mean that was the whole point, it was a qualification to go up to [University C] for a day out of school, bloomin’ heck, I am off, so I went there and it was Joe Brown [*pause*] and he had me that first day and he went onto machine code, and I thought what am I doing here. But it was very soon I got engrossed in this world of computers and I really enjoyed it, and really that was, that was the first one, that was the very first course that I really passed first time, even though some of them were just by the skin of my teeth. But I got through that one, whereas the one before that, the BEd I always had to resit, and never had to resit that one, got through that one, but initially it was just to get the hell out of school for one day a week.

As for the CPD he was obliged to attend, it became obvious that he believed the extant performativity culture in schools and LAs had negatively influenced the

¹⁴ Taken from the title of a seminal film, the phrase “Groundhog Day” is commonly used as a reference to an unpleasant situation that either actually does, or seems to, continually repeat.

nature, quality and extent of his learning. His contempt for the majority of CPD sessions he had attended was obvious:

Oh God they're, I don't know [pause] I don't know [pause] You know I don't know, sometimes wonder what on **earth** is the purpose of half of this stuff.

He went on to explain that he had so much organisation and planning to do to meet the needs of his pupils that he would prefer to have done that, especially when it is still all there, waiting for him on his return from the CPD sessions he has had to attend.

I mean I can pinpoint reasons why that was important, these half day courses, these two hour split courses that are there basically, just to tick boxes, senior management can say we have done this, we have done that course on this and that. I have real doubts about them, I really wonder whether they have a great deal of merit.

He continued with his evaluation and raised particular concerns about the CPD he has encountered to help the school negotiate Curriculum for Excellence (he refers to this as ACE):

I don't see them as effective, I really don't [pause] I mean yes there are boxes I have ticked, I could say I have done this half day or lets say ACE but I have not learned a great deal about ACE, I have been there, we have been given a PowerPoint presentation. Quite often the person speaks through the whole PowerPoint, hands us copies and walks out the door at the end of the day. I don't know how much use I find that to be. Maybe others do find use of it, I am not sure I do.

But, other than compliance in attendance at these events, he had rarely invested his time and effort beyond them. Up until 2005, when he began to take ownership of his own professional learning, it seemed that he too used to 'swim with the crowd', but in a different way to Jennifer. His acquiescence to whatever, as he said, was 'thrown at him' was not unconscious compliance. Rather, it appeared to be based on apathy, an attitude, which he himself said, he used to display regularly. On the surface, at least, these behaviours suggest that he was rather disenfranchised as a professional.

Andrew was nearing the end of his career, and, during this period, most teachers become resistant to and resilient towards change efforts outside the classroom (Hargreaves, 2005: 974). But, the reasons for his attitude to his career and his disengagement with professional learning did not appear to be solely attributable to school culture and CPD or to the phase he had reached in his career. As with any learner, there are likely to have been many reasons for his behaviours and it would appear that his own negative sense of self-efficacy as a learner may well have contributed to his apparent apathy.

There is a strong sense that his own self-efficacy as a learner has played a major part in Andrew's decisions about professional learning, his practice and ultimately, the ways in which he has negotiated his professional identity. He told me he had left school at fourteen with no qualifications. Study at FE College was terminated after two years because his father, who Andrew said, believed that his son was actually 'very bright' refused to pay for him unless he was willing to apply himself more. He was fired from three jobs in succession, each after 2-3 weeks, and so his father had insisted that he joined the forces. After five years Andrew left the forces then studied to become a teacher. He struggled to achieve a pass in his first University degree, which added to his low sense of efficacy as a learner. When he spoke of himself as a learner, he aligned himself with what he called, the 'lower ability pupils' in his classes.

Anxieties about struggle and possible failure are therefore very likely to have influenced the ways in which he participated in CPD.

Although there were strong pointers that lack of quality CPD, his own professional disposition and the context in which he worked, had all contributed to his lack of enthusiasm and engagement with professional learning, there were no specific events or influences pinpointed as causal.

What was made explicit, however, was that he now realised what had been missing from his professional development. Module one was the first time he felt he had been encouraged and supported to critically reflect on his practice:

That was something which I hadn't done, and I don't know how many teachers actually do that, and I think

in [*pause*] certainly looking for example in my school, there are few teachers that are actually involved in reflection. They will say they do, but they don't reflect, I mean they will say well we looked at this, we have gone over this, and we will now move on and do that. But actually looking back as to why are we doing this, what is this going on, what is the purpose of this, and how can we actually be sure we are getting anywhere with this, was a skill that had come in from module one. And at the point when I came into module one it was something I quite certainly had never done before, and I did not really want to do, but having gone through the journey then I began to see what the advantages of reflection were.

He had taught for thirty years without being expected or supported to critically reflect on his practice. This, I found surprising, particularly when it is so widely considered by to be such an important, if not vital process for teachers to embed in their practice (Brookfield, 1995; Convery, 1999; Eraut, 1995; Le Cornu and Peters, 2005; Leitch and Day, 2000; Moon, 1999) but, Andrew made it quite explicit that this was the case.

A number of issues are raised by these views and experiences, issues that might be significant for policy makers, CPD providers and all those concerned with teacher development. His own beliefs about much of the CPD he has encountered have been that the 'one-shot' courses (Day, 1997) were a waste of his time; time that might be better used in preparation for teaching. He gained little from transmissive modes of presentation. Coupling these beliefs with his perceptions that much school/LA CPD has been provided for the main purpose of 'ticking boxes' (as opposed to genuinely seeking to enhance teacher or pupil learning) indicate that he was discouraged by the very mechanisms that are meant to support him to become, and be, a teacher-as-learner. Boyd (2005:35) asks the question whether CPD is an entitlement for, or an imposition on, Scottish teachers. Andrew's account suggests that the answer might depend on teachers' perceptions of the purposes, and quality of the CPD they experience. It is noteworthy that all participants in this study expressed very similar beliefs about the perceived purpose of most of the CPD they had encountered. In terms of impact on their own professional development and practice, they too,

reported little gain. This emerged as one of the key issues the teachers raised. I return to consider this issue more fully in the Discussion Chapter.

Fortunately, for Andrew, and for the pupils he teaches, he did eventually experience what he considered to be worthwhile development. Through being supported through learning processes that he found to be, not only, personally and professionally challenging, but also, personally and professionally rewarding, he had become a teacher-as-learner.

The most powerful evidence of him continuing to practise as a teacher-as-learner is that, instead of leaving after Module One as he had originally intended, he studied for a further five Chartered Teacher modules then went to GTCS and gained full accreditation. His Chartered Teacher submission was considered an exemplary pass. He then returned to his university provider to complete the Master's degree, not because he needed to financially, since he had already reached the top of the Chartered Teacher pay scale, but because he so enjoyed, and believed that he personally and professionally gained so much from the learning. In the article he wrote for the GTCS magazine, he said his only regret was that he had not started learning through Chartered Teacher study, earlier in his career.

Although the benefit to his teaching was, undoubtedly, a significant driver in his determination to continue with his study, there were personal reasons too. The enjoyment of learning he had discovered and, he freely admits, the personal success and status of having a Masters' degree in teaching, were key attractions.

I think it's because I wanted the Charter I wanted what it represents and what it can do for me as a teacher. I think that's what I wanted and so I think that's what brought me back [*pause*] as well as the enjoyment of learning. It had been years since I had gone through a learning process of that quality and you know I had not really ever considered ever going back to that and yet I found myself enjoying this, enjoying the fact that I could see, I could feel within myself, there were changes and developments taking place.

In an attempt to probe as to what it was about him that contributed to these changes he had felt, I conjectured,

It wasn't just the module, it was something about you too.

yeh, yeh I mean, I suppose at the heart of it was the desire to actually look at new ideas and think about new ideas and take them on board, and that I think is probably what has been at the heart of all my development and my journey has probably been that. [pause] I was actually prepared to go through that journey, even though there were occasions I felt rather uncomfortable, [pause] and the purpose although yes it was the first thing that pricked my ears up was the £7000, it never was at the end of the day the thing, the Charter, getting the Charter, and thereby getting the recognition from an academic source that I have achieved a quality in education and a quality as a teacher, I didn't necessarily feel I had.

Andrew's journey can be seen from at least two, very different perspectives. From one perspective, it is a tragedy in that, for so much of his career, he felt such apathy towards his own professional learning. His account raises many questions about the purposes and quality of CPD Scottish teachers are subjected to and accept and about the effectiveness of existing mechanisms within schools to identify and support teachers' development needs.

From an alternative perspective, it is a heartening success story in which, against many odds, he emerged eventually, towards the end of his career, as a teacher-as-learner. As he shared some of the ways in which he has looked inwards and backwards over his professional learning and practices, it is noticeable that he was conscious of some of the changes he went through and of certain outcomes on himself, as a learner. He believed that he now looks inwards, outwards and forwards in a much more positive and informed way.

Although he locates the origins of his metamorphosis, from a passive, disengaged state to an active, enthusiastic engagement with learning, firmly within his Chartered Teacher study, his storied account serves to confirm that the journey was, in fact,

much more complex. Although he did not create a visual artefact, from his storied account we can deduce that he travelled many different learning pathways, some he had elected to follow and others; he had felt obliged to follow. Forming intricate patterns, some random and some perhaps more contiguous, there were continuities, dead ends, discontinuities, reconnections and new connections forged. Many factors influenced the moves he made. How he viewed himself, his past, present and future affected and was affected by the professional disposition he enacted (Dottin, 2009). The CPD he encountered and how he reacted to these experiences seem to have been significant. The ways in which he contributed and reacted to the cultural behaviours within each of the nested set of contexts in which he worked exerted influence. It would, therefore, be foolhardy to oversimplify and assume that what teachers like Andrew perceive as high quality CPD alone, can effect such change to motivation, self esteem, self-efficacy and ultimately, professional identities and practices.

To consider a very different attitude to CPD, I now turn to Cheryl's account. Pathways and patterns of participation in, and her reactions to, the CPD she had encountered, were quite distinctive. Unlike Andrew, Cheryl had been an avid consumer of CPD throughout her career but her view on CPD was, in this study, exceptional. Whether the CPD was process-focussed or whether it led to her developing deeper understandings of why the approaches she adopted were less important than the actual presentation of the content. The cross cutting themes are much less pronounced in this account. Instead, there are strong themes of the importance of self-esteem and the importance of the CPD facilitator/presenter.

Presentation Matters: Cheryl's Story

It is noteworthy that although both Andrew and Jennifer, occasionally, referred to them by name, they did not mention anything about the qualities of the people who had led/facilitated their learning. For Jennifer, it was undoubtedly the learning processes involved in professional enquiry that she privileged as critical in her journeying. And, for Andrew, process was identified but it was talked about more in terms of the outcome of the processes. His concern about the extent to which the learning resulted in him feeling success as a learner suggests that affective and motivational outcomes (Harland and Kinder, 1997:74-75) were vital to his progress. In Cheryl's account affective and motivational outcomes were also highlighted as

essential but value congruence appeared equally so and a quite different journeying emerged. For Cheryl, the qualities that the people who facilitated the CPD she attended was crucial. The fact that this appeared as such a powerful factor for Cheryl, illuminated for me, what was *not* said in many of the other teachers' accounts, including Jennifer's and Andrew's.

Cheryl, a primary school teacher, is the only teacher in this study who was at the very early stages of her Chartered Teacher study. Like Andrew, Cheryl has also had parts of her story and research reports published. These were written for teachers based on some of the professional enquiries she has conducted as a teacher-as-learner. Her story and her various works have been recently published by TESS, GTCS and her LA. The only other similarity borne out with Andrew's story is that she too found Chartered Teacher study a significant contributor to her journeying. But, for Cheryl it was not the catalyst for her becoming a teacher-as-learner, she believed that she had already established herself as one. Rather, she claimed that Chartered Teacher study had enhanced the quality of her learning and practice through supporting her to develop deeper and more critical understandings of both her pedagogy and the processes involved in professional enquiry. It was not until module one that she had experienced support with fundamental aspects of data collection and analysis.

Only five years younger than Andrew, Cheryl presented as a teacher who had sought and undergone constant renewal throughout her career, a fairly rare species, according to Huberman (1993, cited by Hargreaves, 2005:974). Prior to undertaking Chartered Teacher study Cheryl had already achieved a postgraduate diploma qualification in the form of an Associateship in Upper Primary Education (AUPE); engaged in the GTCS Teacher Research Scheme¹⁵ and generally, volunteered for any development opportunities that would enable her to raise the self-esteem of the pupils she taught.

¹⁵ The GTCS Teacher Research Scheme offers teachers, working in Scottish schools, the opportunity to carry out research aiming to improve learning and teaching and to support teacher professionalism. Successful applicants are entitled to support in methodology and in presenting the final report from the GTC Educational Planning and Research Officer. Class cover costs, travel and subsistence expenses are also provided. The final reports are published on the GTCS website and presented at the SERA annual conference.

The artefact Cheryl created dispels, from the outset, any idea that her learning journey had been either definable in terms of cause and effect or a simple, linear phenomenon (see figure 4.4). The metaphorical representation of a river with many tributaries, of varying size and direction, conveys the fluidity and the ‘utter maze and mess’ of her learning journey and, at the same time, the inseparability of the influences. The perpetual flow of her learning seemed to be too difficult for her to capture in terms of events, so she only selected those she felt had influenced her most:

Well I took my journey sort of as a river. And what I wanted to do was the CPD that, and other people’s influences that flowed into it [*pause*] and then what I took it coming out from it and how that’s sometimes kind of flowed back in... The idea was to do it sort of chronologically but it became a complete and utter maze and a mess and I couldn’t follow it, because everything links into everything so much. So I did sort of CPD, the most important bits of CPD, the things that influence me the most.

How interesting. And why a river Cheryl?

Well I think because it gets bigger and I, when I got to the upper primary associate bit [AUPE] I realised how I flowed along for a long time doing the things that I did and kind of gaining things but not, not understanding the direction. Not really [*pause*] not understanding where I was really heading... I then started to see things growing so it became wider and wider. [*pause*] And just so many sort of different routes going off of it. But they all fed back in again. So it was almost like wee islands kind of going, you know, in through island... So now we have a large flow which is the accreditation route. Everything comes together into a big sort of [*pause*] dramatic [*laughs*] estuary.

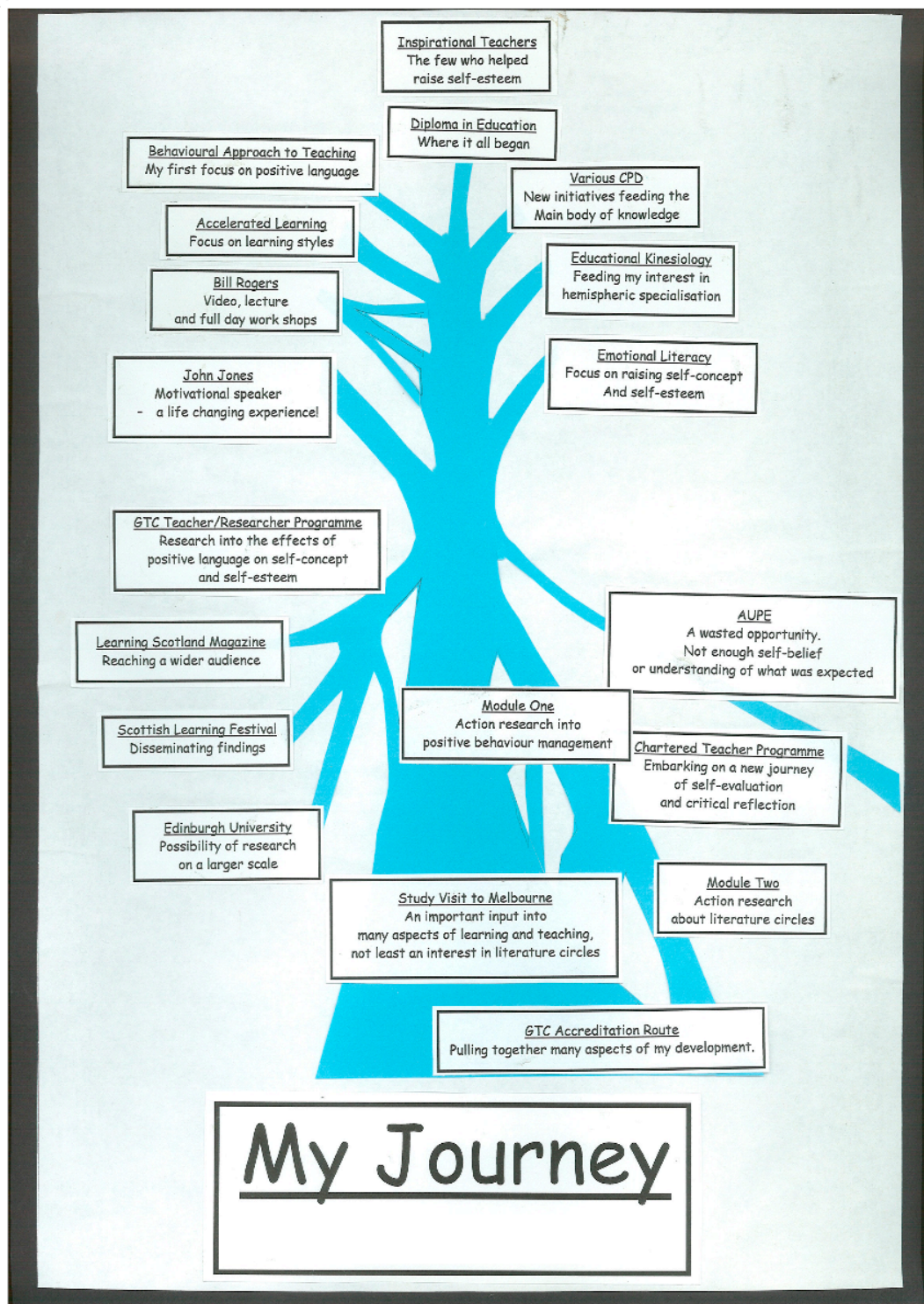


Figure 4.4 Cheryl's Story

This is the artefact that Cheryl created to depict some of the events and processes she viewed as having been influential in progressing her professional learning. The confluence of the various tributaries at particular points illustrate when she felt she had synthesized the learning from the experiences in the most productive ways.

Visually, the tributary labelled 'AUPE' is significantly narrower than the others despite the fact that it took a year to complete and it is the only tributary to travel off in its own direction, disconnected from the main flow. The label she wrote for it refers to it as 'a wasted opportunity' and during the interview, when I invited clarification as to whether it had been effective CPD for her, she replied, 'No, not in the slightest'. She had not included it because it progressed her learning and practice in any way she viewed as significant, but rather to indicate how she *now* identifies herself as a learner and how she *now* negotiates her learning.

maybe doing the AUPE wasn't a totally wasted one
when I think about it now because at least I can now
look back and compare and I can think 'yeah well if I
did go back there now I would do things differently'
but look at how far I've come basically, I guess.

Although she isolated the AUPE as a particular 'waste of time', the fact that she said, 'I realised how I flowed along for a long time doing the things that I did and kind of gaining things but not, not understanding the direction' indicates that she too had, for much of her career and without realising it, been 'going with the flow' of attending CPD without making meaningful connections between that and her practice. Endorsing this further, she viewed the outcome of her CPD experiences during that period as having gained 'things', implying that any learning achieved was on a superficial, rather than on an internalised and conceptual level. The lack of understanding she said she felt about the direction she had taken then, was not to do with linear trajectory of where she was heading in career terms but appeared to be more about the sense making processes involved in professional learning and professional identity formation. Having said that, her artefact suggests that she viewed her pursuit of achieving Chartered Teacher Status through the GTC Accreditation Route as both a means of, and recognition for, this sense making. Putting together the submission would allow her, once again, to systematically document the learning she had put into practice (remembering that she has already published the research she carried out as part of the GTC research programme). In recognition of achievements, she would also gain official, professional recognition.

There is no sense however that she would view this as the end of her learning journeying. She is currently conducting a new research project for her LA, which is focussed on creating a learning ethos through cross-curricular approaches.

Ethos and the importance of the affective domain in learning has been the main focus of her professional development over the past eighteen years and appears to have been a key motivational factor in her becoming and being a teacher-as-learner. The intensive concentration on and her powerful commitment to, creating a positive learning ethos for all those involved, is traceable to various sources. Highlighting that teachers' personal, as well as professional life histories are inextricably bound up within their professional identities and practices, Cheryl explained that, as a child she was shy and lacked confidence.

And maybe it's because I was such a little quiet flower,
I don't know. And I remembered that, you know,
these wee things from my own teachers [*pause*] how
they made me feel. And also people like [*pause*] you
know, lecturers. Still now, when they go 'oh well done
there's a good idea' and they encourage you to take
part. Still, at the age of fifty one I can still say, you
know, somebody has been boosting my self esteem
therefore I should do that. For children that should be
a, a life experience, for everybody I think.

Referring to her artefact and the origin of the particular journey she has made demarcated by the caption 'Inspirational Teachers – The few who helped raise self-esteem', she indicated that her experiences as a pupil have been highly influential in the development of her own professional identity and practices. It is a recognised phenomenon in teachers, particularly in the early stages of their career that they tend to teach the way they have been taught (Britzman, 2003) and yet from the outset of her career, it became clear that Cheryl consciously pursued a different direction, at least when it came to teacher/pupil relationships. The emotional work (Isenbarger and Zembylas, 2006:120) that Cheryl has conducted to chart this direction, however, does not seem to have been a burden. On the contrary, the caring relationships Cheryl has worked so diligently to engender appear to have been a fundamental source of professional/personal satisfaction, as they can often be for teachers (Nias, 1989).

She provided further evidence of the place that a teacher's personal life can have on his/her professional development, when she explained that her son has significant learning difficulties and that she had spent much of her own time learning how to best meet his needs and raise his sense of self-efficacy as a learner. What she had learned to support him, she also transferred to the classroom.

Contextual influence was powerful, too. One particular headteacher with whom Cheryl had worked for many years insisted that the staff created and maintained a highly positive ethos throughout the school. This was then continued when subsequent headteachers led the school. Cheryl explained that the leadership in her school had always been strong and that she felt this to have been 'hugely' important to her own development. I invited her to elaborate:

Hugely?

When you have a strong manager who can manage to [*pause*] move the school forward but take everybody not just with them, but you know, that everybody feels that they have got an input in there, you are valued. You feel secure, you feel as if you know should anything go wrong they would be supporting you. You are safe basically, as well as things you do well are picked up on. The strong head teachers that I have had, have been very quick to say you are really good at that, and the things that you are not so good at been able to then kind of feed things in without making you feel inadequate [*laughs*], and that's really clever stuff to be able to do that, and it's still allowed somebody to feel as if they are in control.

Learning in a safe environment in which all learners are valued seemed to be just as important a principle for Cheryl as a learner as it was for her own practice. How the facilitator made her feel was always included in her evaluation of any of the CPD mentioned in her account. She would even tolerate it if she learned little from the experience but had felt that the presentation was interesting, that she could participate and, that she could use it in her classroom

I don't actually mind if it's a waste of time in that I didn't learn anything new from it. If it was put forward in a really interesting way and I could still kind of take part, and I felt that what they were putting, although it was not new to me, was still relevant, other people in the room may not have known that, ok I should have picked more carefully perhaps, and got something that would have been new to me. But that I wouldn't think was a waste of time. I think if it's put across in a fashion where I know everything and you don't, that I find I shut off terribly quickly. In fact it can spoil a new initiative for me that might otherwise have been wonderful, if it's talked at. I do, I think perhaps it's the approach... yeah, I think its more the approach that would annoy me than the content, because I mean, I have been teaching for 30 years, there **has** to be CPD that I go to that I am not going to learn something new from. But if somebody who has been teaching for three years is sitting next to me and getting something from, and it's stimulating, and it still has me thinking and is allowing me to contribute then it still is useful. I think it's quite a challenge finding the right people to give CPD. When I think about it I think it really is down to people again a lot of the time.

I had anticipated that the practical outcomes of CPD experiences would be important to the teachers in this, or indeed any study that asks teachers about their learning. It is a well-documented phenomenon that generally, to consider a professional learning experience worthwhile, teachers have to believe that any outcomes and or materials gleaned would be useful to them in their day-to-day practice (Harland and Kinder, 1997; Huberman, 1985). I had not however, considered the idea that the quality of the learning experienced might matter less than the presentation, to someone who had become a teacher-as-learner. Cheryl's story forced me to re-examine some of my own patterns of pre-conception and then to be more alert to how these might influence my interpretation and analysis of the data. In terms of my analysis, this proved to be an important juncture because I realised that I needed to return to all of the data to look differently. I needed to look for instance in the other accounts, where and how the presenter/facilitator featured.

Cheryl referred to her artefact pointing out that almost all of the learning experiences she had valued highly were rated so, because of the qualities held by the facilitator.

How she felt, how she participated, the impact it had on her practice all seemed to hinge on this factor. There is a distinct impression that she viewed herself as subordinate to the facilitators though, feeling that she required their permission to ask questions.

Hmmm...there are some in-services or CPD opportunities where I don't say a word. And other times when I jump in and I put forward my view. And it must be something to do with the atmosphere that's created within it [*pause*] I think it's, it's the person who is able to put people at their ease but still have that position of authority. Not, I mean authority in a kind of funny way. I don't mean sort of a bossy... Or allowed you, allowed you to ask if you didn't understand. Now everybody says 'ask me if you don't understand'. But it's the same as children in the classroom. Some children in some classrooms would not ask if they were stuck. And the teacher would always say, 'But they only have to ask'. And I think 'Would you ask' [*laughs*]. You have to, you have to be able to make it a space where people are quite happy to admit that they've lost the plot.

As she did here and on many other occasions in her storying, Cheryl made sense of her own learning experiences and justified her own practices through mapping them onto how they would play out in teacher/pupil scenarios. It was as though her practice was rooted in her own experiences as a learner and whatever she learned from these experiences would then be used to evaluate and inform her own and others' teaching in her school. This is perhaps unsurprising since teachers' learning process and the development of the school are closely related (Kimonen and Nevalainen 2005: 627).

In addition to how the facilitators made her feel there were other decisive factors. These included: facilitators' credibility, in terms of the way they thought about learners and learning; the way they themselves thought and presented; and how well what they promoted worked in her classroom. Cheryl spoke about Bill Rodgers. She had seen him many times and had all of his books

Bill Rodgers, whose work in behaviour management is known widely across the profession, is one of Cheryl's favourite presenters. She owns all of his DVDs and has

used his approaches for many years. Her very first teaching post was with a class whose behaviour she viewed as a 'huge challenge' to manage. Highly motivated by the need to find a way to work with them she encountered Bill Rodger's work when she was searching for an approach that might support her and her pupils. By watching and emulating how he approached discipline, she gained confidence in her own classroom management. But, as she explains, it was also much to do with her perceptions of the way he thought and about his style of presentation:

And he is just, he comes over to me as the kind of person that I think I am. He's, he looks like he's kind of right brained and scattered. He does everything through drawings and little initials and things. And he just, he's able to just flash his eye round and see things. And **everything** that he's come up with that I have put into practice has made a difference. I think he's just **fabulous** as far as, you know, ideas for making things work. He's very **sensitive** about things like, you know, mirroring children's behaviour and wee personal conferences with them and everything.

I asked Cheryl about whether he explained why the approach worked. She alluded to his books where, she said, he drew on research and his own practice and explained things in a very accessible way:

And they [his books] also tell you why if this classroom is not working, why is that not working. And it's not always saying 'because the teacher is not doing it right'. You know, it's very sensitively put so that you can look at your practice. [*pause*] He's got that kind of approach without it being too, you know, written down. He makes you really look and analyse what you are doing.... But he was a teacher. He then goes in and helps out, he calls it mentoring the teacher rather than going in and taking over and putting things right. All those DVDs are showing you how, how we can help teachers choose the right thing to do but not tell them what to do, you know, he enables.

Cheryl valued very similar attributes in another presenter about whom she spoke. It was such an emotional experience for her that his motivational talk moved her to tears:

...he moved everybody. I mean by the end I was in tears.

Really?

He started talking at the end, you know, just about all the things that were so important to me and how if you don't grasp the opportunities you've got, what a missed experience everything is. And I was thinking quite emotional.

Also memorable for Cheryl were the very practical examples he used to make his point. These 'wee snippets', as she called them, and the way in which he spoke about teachers and how they should treat children really mattered to her.

He was talking about energy zappers within schools, the ones who go 'yeah but', or you know, the sort of negative people. And how good teachers are dream weavers. And just lots of lovely things. But he was, I've never listened to a speaker as good as that in my life. He was **absolutely** amazing.

So what was it about those wee examples like being a dream weaver... what is it that works for you in that way?

Because he talked about the fact that these children are important people who spend so much time within school our job **has** to be to raise their self esteem and self confidence and to allow them to reach their potential. To create an atmosphere of mutual respect. All the things that I think are so **hugely** important.

Right.

But once again, you know, I just, I flock to these things.

Cheryl's story shows just how important the affective can be in teacher learning and that, as Nias (1996:294) cautions, the false and arid division of action between cognition and emotion has to be avoided at all levels, from policy through to practice. Attending to Cheryl's experiences, it would appear that, whether it is about teacher learning or children's learning, this is essential.

As important as the facilitator of the CPD has undoubtedly been to Cheryl she thought that, in terms of impact, two learning experiences have been particularly important. At the end of the interview, she pointed to her artefact and said,

But these things I think have had the most impact on me.

Which ones are they?

The GTC research programme and the Chartered Teacher programme, because [pause] both of those are expecting people to go into that position because we have got something to give, and they give you the... they make you feel important, they give you what you need to grow and to develop I don't know what the word is, but you are going in there as a professional, you are treated in that way I think. All of that experience you have got is [pause] is [pause]

Valued?

Yes, that's the word I am looking for, yeah, I am a grown up. [laughs] Having got there, 51, grew up!

Cheryl's final comment seemed to me to capture the main messages that were conveyed through all three accounts in this chapter. These were:

- They welcomed being treated as agentic, knowledgeable professionals, but that this was something they felt they had rarely encountered in the CPD they had experienced.
- They welcomed the opportunity to take ownership of their own learning, once they realised that this was possible and both understood and could see the value of the processes involved. And that, with the understandings they now have, that they are more discerning about CPD provision and their participation in it.
- The historic fragility of their sense of self-efficacy as learners and the vital part that increasing this, has played in their learning and in the (re)negotiation of their professional identities.

- That, after many years of just ‘going with the flow’, in different ways and to varying extents, they have each renegotiated their professional identities and practices in ways they have found to be invigorating.
- The critical importance each of these teachers placed on having been supported to learn how to conduct systematic professional enquiry and the positive impact this had on their becoming and continuing to be teachers-as-learners.
- They found the process-focussed CPD they experienced as part of the Chartered Teacher study, in particular, had in different ways, been vital to their journeying and to their ongoing commitment to professional learning.

There were of course some pronounced differences between the accounts. Following a long period in her career in which she had just ‘swum with the crowd’; Jennifer had begun to dare to be different. Professional enquiry had become a stance, not only in terms of doing the best for the learners with whom she worked but also as a stance through which her sense of professional agency might continue to develop. Her need for evidence of effectiveness was, as we learned, partly driven by her need to know that whatever she was doing might be ‘right’ in that it would achieve the desired impact on learners and their learning.

Re-engagement with professional learning that he found meaningful and the sense of personal achievement it brought proved vital to the revival of Andrew’s motivation and commitment to his job.

High in Cheryl’s criteria for evaluating CPD experiences were the degree to which she believed the presenter /facilitator valued the affective aspects of learning and teaching; how the presenter made her feel; and to what extent she was engaged by the presentation.

In this chapter I have presented teachers’ accounts in which they have foregrounded CPD as being crucial to their becoming and being a teachers-as-learners and have considered some of the issues they raised about CPD. However, as anticipated, their storied journeys highlighted some of the complexity involved and that it was

impossible to consider the CPD factor in isolation of who the teacher was, as an individual, and the ways in which the contexts in which they were immersed impinged. Clearly, this is not a one-way process and because of who they have been and who they are now, they will, in different ways, have played their own parts in (re) construing the CPD and (re) constructing their contexts, which, in turn, will have worked through coevolutionary processes to (re) construct their professional identities. It has therefore been impossible to separate out any factors that, on their own, proved causal. Further illuminating the complexity, they did not view their learning as having progressed in any straightforward chronological or unidirectional pattern. As Cheryl said, it was a maze, a mess.

In the next chapter, still recognising that it is futile to isolate one factor from the others *i.e.* the teacher as individual from the CPD or context, I take a closer look at the ways in which three teachers' accounts foregrounded that who they were as individuals played a very significant part in their journeying to becoming and being a teacher-as-learner.

Chapter 5 - Teachers as Individuals matter

Overview

In what ways do the individuals themselves, appear to have shaped and responded to their journeying? To consider this second research sub question, I explore Mark's, Lorna's and Teresa's storied accounts, in which they convey that who they are as individuals has, in significant ways, affected their journeying to becoming and being teachers-as-learners. That personal and professional selves cannot be separated (Nias, 1989) is convincingly evidenced in these accounts.

The parts of Mark's account I present, have been chosen to explore two aspects of his journeying. I have selected these because they provide insight into the powerful influence that a teacher's sense of moral purpose can have on professional learning, identities and practice. I was intrigued by the way in which he responded to being challenged by a colleague about a particular aspect of his practice. To make more sense of his storying about this incident, I returned to the literature. Consequently, I draw on Kelchtermans' idea of vulnerability and the concept of 'a politics of identity' (Kelchtermans, 1996:319, citing Calhoun, 1994) to explore how Mark established himself as a teacher-as-learner.

Lorna, like Mark, worked with children for whom mainstream education was not seen as suitable at that point in their schooling. As with Mark, her sense of moral purpose had driven much of her professional learning but, to explore a different avenue, I consider how she foregrounded her quest for professional recognition and status as an additional and powerful motivational factor in her journeying. Throughout her account Lorna expressed strong views about the CPD she had experienced on her journey. These views provide a helpful insight into many of the issues that will need to be faced if all teachers are to be supported in becoming and being teachers-as-learners. I have therefore, selected these particular parts of her account to present.

As further illustration of the particularity of each of the journeys made by the teachers in this study, Teresa's account is unique in two ways. The first noticeable difference is that she highlighted the serendipitous nature of much of her professional learning. The second is the emphasis she placed on the ways in which her role as a mother has been a central consideration and influence in her journeying.

I begin with Mark's story.

Moral purpose matters: Mark's story

Mark is a primary school teacher who is working in a school that specialises in educating children with moderate and severe learning needs. He elected to join the school in 1998 after graduating as a mature student with a BEd, First Class Honours. Prior to this, Mark had qualified and had been working full-time as a joiner. Viewing the opportunity to study at university as his 'only one bite at the cherry', he dedicated himself to studying throughout his degree. Whilst full time teaching, he achieved an MSc through modular master's study. He followed the full accreditation route with GTCS and was awarded full Chartered Teacher status in 2008.

Mark's account highlights the importance of the teacher-as-a-person (Day, 1999). His personal experiences, past and present, are seen to play a significant part in influencing his motivation for, the processes involved in, and the outcomes of, his professional development. Mark was on a mission to make a difference to the lives of the children with whom he worked. His vision for education and for society, with details about why he considered it is his professional duty to achieve this vision, and how he has strived to fulfil his duty, is shared in this account.

To convey his personal vision for education, and the ways in which it has developed over time, Mark composed a poem and provided his own analytical commentary. I present parts of Mark's own commentary on the stanzas of his poem. This is for two key reasons. Firstly it honours the co-operative nature of the research and the analytical work he carried out on his own data. Secondly presenting it in this way enables the reader to gain a sense of the journey Mark, as the author, wished to relate and his rationale for doing so.

On Being A Teacher

I wrote the poem to remind me of the idealism, which I felt when I received my degree in 1998. I believed in the empowering potential of education and left University determined to make a difference in the lives of those children I would be privileged to teach. Education, I hoped, would play a key role in helping to shape and guide Scotland to a better more equitable future. The first two verses reflect this idealism:

*They told us in the mighty halls of learning
That pride in our profession we must take,
That we must be the vanguard of the future
That we must seek a better world to make*

*They told when we left those hallowed halls
To be the architects of better times,
To light the flame of learning in the young
Not have them grinding corn for Philistines*

The reference to ‘Grinding corn for philistines’ was a deliberate swipe at the snobbery and prejudice of the past which pre-judged whole swathes of the population to be unsuitable for educational advancement.

The middle section of the poem reflects on the clash of values, which took place once I was exposed to the myriad of pressures and demands of the modern teaching profession.

*So on we marched, so full of our ideals
So sure that education tears down walls
Though bureaucrats try hard to spoke our wheels
(Who guards the guards when an inspector calls?)*

*And our task is like that parable of old
Where seeds were sown onto a fertile land
Yet none should land mid thorns or stony ground
When first they fly from our well-practised hand*

The final two verses of the poem talk of lighting ‘fires of learning’ and that remains vital to my teaching philosophy.

*And still we strive to reach those higher planes
Still architects of a fabled future age
When fires of learning will be fiercely lit
Not buckets filled with instrumental rage*

The last verse is a rallying cry to be true to our ideals and to set the child at the centre of the educational process. This verse leans heavily on the Declaration of Arbroath (1320), which declared Scotland free from English domination. The metaphor of freeing up education and allowing educators to do their job is obvious...

*And like those knights who fought so long ago
We do it not for riches or for glory
And our proud declaration then must be
To let our children learn and tell their story*

Throughout the narrative account of his learning journey and in this poem, Mark used historical and biblical allegory to make sense of his own professional journeying and of the views he has adopted. Through this literary technique, he also justified and illustrated the agentic stance he espoused. The agency he has exercised appears to have been almost exclusively focussed on pupils’ development and on his own learning to achieve this. His poem, however, provides evidence that he has thought beyond deliberative levels of reflection that, although people-oriented, do not necessarily focus at a broader, cultural or societal level or with a view to challenging the status quo (Wellington and Austen, 1996:312). His thoughtful reflections on Scotland’s past, present and future to consider what young people might need to gain from and contribute to society, now and in the future, indicate that he has adopted, what can be described as a dialectic and transpersonal orientation to reflective practice (*op.cit.*).

Clearly viewing education as a key means through which children's lives can be enhanced, he believed that the continuing professional development of teachers is crucial to the realisation of this vision. Placing strong emphasis on the *continuous* aspect, and viewing professional and personal learning as inextricably linked, he stressed the need for teacher professional development to be career-long. Both structured, formal learning and informal opportunities were seen as rich sources for professional/personal development. Mark's determination to be an ever-increasingly effective teacher was activated as soon as he had overcome what he calls the period of 'survival' in the first year of full-time teaching. He recognised very early on in his career that professional development was more than simply the acquisition of new techniques and that meeting the competences of the Standard for Full Registration was only the beginning:

But competences **surely** is only the start of the story, it won't teach you to be an autonomous learner, it won't teach you to be reflective, it won't teach you to do so many of the things that have helped you to grow as a professional and as an individual person.

Mark's indefatigable commitment to his own professional development has been centred on pedagogy. Whether social, emotional, spiritual or academic, the individual needs of the children he taught were pivotal to the choices he made for his CPD. The fact that he has selected the CPD provision to suit his pupils' needs and his own related, professional needs is perhaps one reason why he was so positive about his CPD experiences. Although he attributed much to the nature and quality of CPD he had experienced in postgraduate study, he believed that the personal and professional values he exercised were fundamental to his success.

I think our own life journey makes us the people we are, and the people we are will have a great influence in the sorts [*pause*] whatever job you do, whether a bus driver or a teacher or anything else, that will influence how you interact with people, you should never forget the social context of teaching is vital, and I think, that if you add to yourself professionally, in terms of skills and knowledge, then you must certainly add to yourself personally, in terms of your values and how you treat other human beings.

Mark's personal history, particularly his childhood experiences, appear to have significantly influenced his sense of moral purpose; his disposition to learning; his vision for a fairer society; his staunch views on professionalism; and his powerful sense of professional identity. He explained that his own childhood experiences had meant that he would always be sympathetic to the challenges that poverty and a chaotic home life present. For many of the pupils he taught, he saw the school as 'an island of stability and fairness'. His own school experiences were not supportive or productive, as he recalled, 'I never learned to love learning. It was a memory game in which the losers were often strapped'. It was only through resolute effort and self-motivation that he did eventually, as an adult, experience academic success. Since then, he has continued to be a highly motivated, autonomous learner but it would appear that the satisfaction he gains from this is tightly bound up with his sense of moral purpose:

I would like to think I have discovered as an adult the love of self-motivated learning which eluded me in my school days. If I can pass this on to the children I work with then I will be well rewarded for my endeavours.

It seemed that he positioned learning as a solution to social injustice and himself, the teacher, as a key protagonist. He expressed very strong beliefs that 'being professional' as a teacher would be essential to achieving his endeavours and that commitment to career long learning was a non-negotiable part of this. He explained that,

You have a duty if you are going to use the word professional about yourself, you are going to have to profess that, as a professional, you are going to seek self improvement. One of the powers of professionalism is that you seek to get better and better at what you are doing, become more effective at what you are doing. I think if that's not there then I would hesitate to say that I was a professional and in a sense I would say that **because** we are professionals we seek to improve our practice and **because** we seek to improve our practice we can call ourselves professionals.

Whilst his views on professionalism were made explicit, his deliberations do not suggest either arrogance or self-promotion at the expense of others. On the contrary, an air of humility runs all the way through Mark's account. His belief that it was a privilege for him to teach the children in his school permeated his story. Criticising others does not appear to have been a means that he used to establish his own professional identity. Instead, he positively identified with those who shared and enacted similar values: with teachers who were committed to career-long learning and who were also seeking pedagogical 'enlightenment'. Mark identified them as fellow 'pilgrims' who also had some defined mission:

They were if you like pilgrims on the same road, not fumbling after the answers but deliberately setting out a route to try and find the answers.

These answers, however, were not related in a reductive way to finding a simple formula to teaching that, once discovered, could then be applied either indiscriminately or indefinitely. Rather, recognising the complexity involved, Mark viewed this pilgrimage as ongoing and adaptive:

We are duty bound to as quickly as possible get up to speed with what each child needs. It's proactive, but also sometimes has to be a reactive approach to CPD and I think we just get into a way of thinking, that challenges are going to arise and that we have to be ready to meet them. There can be no resting knowledge because it's such a dynamic and organic sector to work in, and such a dynamic and organic profession to be a part of. So there is no resting knowledge, we do have to push on, always looking to meet the needs of the children, always looking for new strategies...

To illustrate that Mark has learned and taught by the professional creed he advocated, I consider one example of him practising as a teacher-as-learner. In response to an overt challenge from a colleague, whom he held in high esteem, he conducted a professional enquiry. He explained:

A colleague challenged me and said, ‘You know, that really is a lot of rubbish, that works sometimes with children with autism, but across the board I really think you are just wasting your time basically.’ Well that set me back, because she was a colleague I did respect, so I went back to the research, and I realised that my research on it was middling and lacked depth, so I decided to get stuck in and really go for the research on the use of visual cues with children with autism in general.

The fact that this set him back can be interpreted in many ways and I did not pursue this particular idea further with him during the interview, but on reading and analysing this in the context of the whole of his account, I became more intrigued. It could be that it was a setback in that he simply stopped to question a practice that he had taken, at face value, to be working with his learners. That certainly seems to be part of it. But, it was the idea that he said that it set *him* back that led me to pursue the idea that it might have meant more to him than just defending one aspect of his practice. Novitz (2001:152) suggests that how teachers see themselves affects what they regard as important, and that, this in turn, must affect how they behave towards others. Nias (1999:299) concurs and observes that the depth of teachers’ feeling, especially when their practice is challenged, reflects their attachment to their moral values and priorities. Kelchtermans (1996: 307) refers to the ‘vulnerability’ that teachers often feel when challenged in this way and explains that,

The experience of vulnerability has not only moral roots, but also political consequences. The threat, or actual loss, of valued workplace conditions engages teachers in struggles for their maintenance or (re)establishment... These workplace conditions, whether material, organisational social or cultural, always affect teachers’ professional selves. So teachers’ political actions always to some extent involve the politics of identity.

It is at the micro-political level, in the relationship between himself and his esteemed colleague and their respective practices, that Mark appears to have been incited into engaging in a struggle. But there is no sense that he simply set out to prove her wrong, or indeed, himself right. Instead, it seems as though her remark had instigated

critical reflection on his practice and that the struggle was initially with himself. The genuine concern that he was not doing the best for his students and the realisation that he had not researched the approach deeply enough before adopting it on a practical and professional level was one aspect. From another, it could also be seen as a professional identity struggle. The possibility that he might lose face with his 'expert' colleague in his work context may well have been a factor. I suggest that, for both of them, the stakes were high because Mark had said:

She is such an excellent teacher in my opinion, but partly because she is one of the foremost experts in autism in Scotland, in a way, because she has virtually worked with the autistic individuals in the school in small group settings virtually since she has been teaching, and I think that in that particular context there's few people that I have ever met who have more of an understanding of the autistic mind and how to deal with the various situations and scenarios that come up.

Mark then elected to conduct a professional enquiry into his use of the pedagogical approach in question. If we accept that Mark's feelings of vulnerability influenced his actions, then, as Kelchtermans suggests, the decision he took to conduct professional enquiry, whether consciously or not, was undoubtedly political. Kelchtermans explains:

The basic structure in vulnerability is always one of feeling that one's professional identity and moral integrity, as part of being a 'proper teacher' are questioned and that valued workplace conditions are thereby threatened or lost. Coping with this vulnerability therefore implies political actions, aimed at (re)gaining the social recognition of one's professional self and restoring the necessary workplace conditions for good job performance (1996:319).

Mark's research and practice was recognised by the Special Educational Needs (SEN) Adviser for his local authority. He was paid to write a booklet about the approach, which was then distributed to all SEN teachers across the authority. There was, however, no sense of one-upmanship as Mark told this story, but more a sense

that this incident had helped him discover more about the way he learned and practised.

I think she is more intuitive than I am, I think I sometimes have to read and I sometimes have to think hard about certain things, and I think she has such knowledge, she has had years and years and years of working with these individuals, she knows why they are behaving in a certain way and I have got to think hard about it, or read on it and look for solutions that aren't intuitive, that are based on intellect if you like.
(Tp33)

Here, he identified for himself, that he adopted a systematic, intellectual, process-approach. By setting this dichotomously against an intuitive approach, it would seem that he (re) established his own professional identity in relation to how another colleague appeared to him. And so, Mark's 'little story' (Griffiths and Cotton, 2007) serves to illustrate the concept of the relational self – a self that is shaped and given meaning in the context of its relation with others (Beattie, 2000:4; Harré and Van Langenhove, 1999; Holland *et al.*, 1998) and that professional identities are always under (re)construction (Holstein and Gubrium, 2000; Kelly, 2006; Maclure, 1993). It also shows that, although peer relationships can play a significant part in teachers' journeying, problems of recognition or non-recognition are integrally related to teachers' self recognition (Calhoun, 1994:20).

The fact that his response to the challenge was to conduct a professional enquiry tells us about him being a teacher-as-learner. Firstly, it suggests that this is how he saw himself as a teacher; it was his 'fall-back' position, as Nias explains:

Individuals have to repeatedly make decisions which are not just complex but set in a morally ambiguous context. Inevitably, they fall back on their own beliefs about what it is to be a teacher and act in accordance with this perspective (Nias, 1999:298)

Mark conducted a systematic, professional enquiry. He had assessed that this was the best way for him to address the issue, personally, professionally and "micro-politically". Secondly, he had the skills, knowledge and understanding at his

fingertips and felt able to draw on them. Thirdly, his learning was valued by the wider educational community, as well as by himself.

Mark's account has illuminated how personal, professional and political influences on his learning have coevolved in both overt and subtle ways to influence his professional learning, identity and practice. Because Mark shared his thoughts as he looked inwards and backwards, we have gained some insight into how his life experiences have impacted on his moral purpose and on the formation of his outward and forward vision for himself as a professional.

Imbued with moral purpose and conveying his own conception of the complexity involved in the journeying, he shared what it means to him to be a teacher-as-learner:

It's a bit like a big tartan rug, there are so many threads and strands that cross over to make the overall picture [pause] you know what I mean? There are so many facets that make the model professional and above them all the clear shining light at the end of the tunnel is doing all you can for the children. In order to do that, I have tried to do that by simply being the most efficient and the most effective teacher I can be, and that has involved a lot of studying, it's involved a lot of trying of things, but it's also involved who you are as a person.

In his journey to becoming and being a teacher-as-learner it is evident that, for Mark, moral purpose matters.

Moral purpose mattered a great deal to Lorna too, but the drive to learn at a deeper level so that she would negotiate change, was not, for a long period of her career, readily accessible. Someone else understanding how she needed to learn was crucial to her becoming a teacher-as-learner.

Persistence matters: Lorna's story

Lorna qualified with a Dip.CE in 1981 but worked as a social care worker for three years before taking up a teaching post as a Special Educational Needs (SEN) teacher

in a Children's Centre run by her LA. In 1990 she returned to teach in a primary school and to complete her probationary year. She said that this was a difficult period for her professionally because things had changed so much since she had left college and she found the readjustment a challenge:

So I sort of struggled for the first couple of years, started really learning and about learning, 'cause I went down to infants [*pause*] clicked what it was all about, but then sort of by year eight and nine, I was needing back out with my worthies, you know.

Missing her 'worthies' and taking up a peripatetic role in 2000, she returned to work exclusively with children who were experiencing social, emotional and behavioural difficulties (SEBD), supporting them, their parents and staff in the schools the children attended. In 2009 she accepted promotion and currently leads and manages a particular section of this service in her LA.

Unlike Mark, Cheryl and Andrew, Lorna reflected exclusively on professional experiences that had contributed to the construction of her set of professional identities. She made no references to her personal life, whether in the past, present or the future. The self she presented and discussed in her account was her professional self.

Her decision to voluntarily embark on what she referred to as 'challenging' CPD in the form of postgraduate Chartered Teacher study appeared to be influenced partly by her desire to achieve professional status and credibility and, bound up within that, to enhance her own professional confidence. For Lorna status mattered but although it is impossible to separate the personal from the professional, the reasons she gave were framed purely in terms of her professional standing. Lorna explained:

I mean part of the reason for getting into the Chartered Teacher qualification was because I have got a primary diploma from the year dot, and I was in sort of like these sort of middle years of my job, I was getting to the stage where I was challenging head teachers, and challenging senior management staff in schools, on

their practice and you think who the hell am I to do this, and also what backing do I have for it because I just work 90% on gut and experience, and I had nothing to actually formulate that or to stand behind that, so that's probably why I got into the Chartered Teacher Programme to get some academic background behind me, but also to find out if what I was doing was right because you are never really sure, you know. And I think to find out what I needed, a lot of that probably came from the self-evaluation thing because that was just quite mind blowing because you had never done anything like that before.

To represent her journey, Lorna had created this ladder (*see figure 5.1*) on which the CPD experiences were chronologically ordered and not necessarily in terms of learning progression.

Perceived impact on her learning and practice was represented through the colour coding she added to the artefact. Wondering if the ladder metaphor she had used to depict her journey also represented that she felt she was climbing the ladder to gain the status she desired, I asked her why she had chosen a ladder to represent her journey. She explained that she had actually wanted to do snakes and ladders because that would have better represented the non-linearity and the emotional fluctuations experienced during the journey she had made:

My snakes and ladders would have been much better but I just couldn't be faffed!

I could see that would be complicated.

Well I had it all set out, and then there was too much, there was actually too much stuff, and I thought there's too much, too complicated, so I was thinking I definitely need a big snake up here, and ladders here [*pause*] but I thought we would go for simple.

Lorna's comments reflect some of the thought, time and effort that was invested into the creation of the artefact and at the same time, that if the time and effort to do so proves too onerous, then the representation of participants' thoughts might be

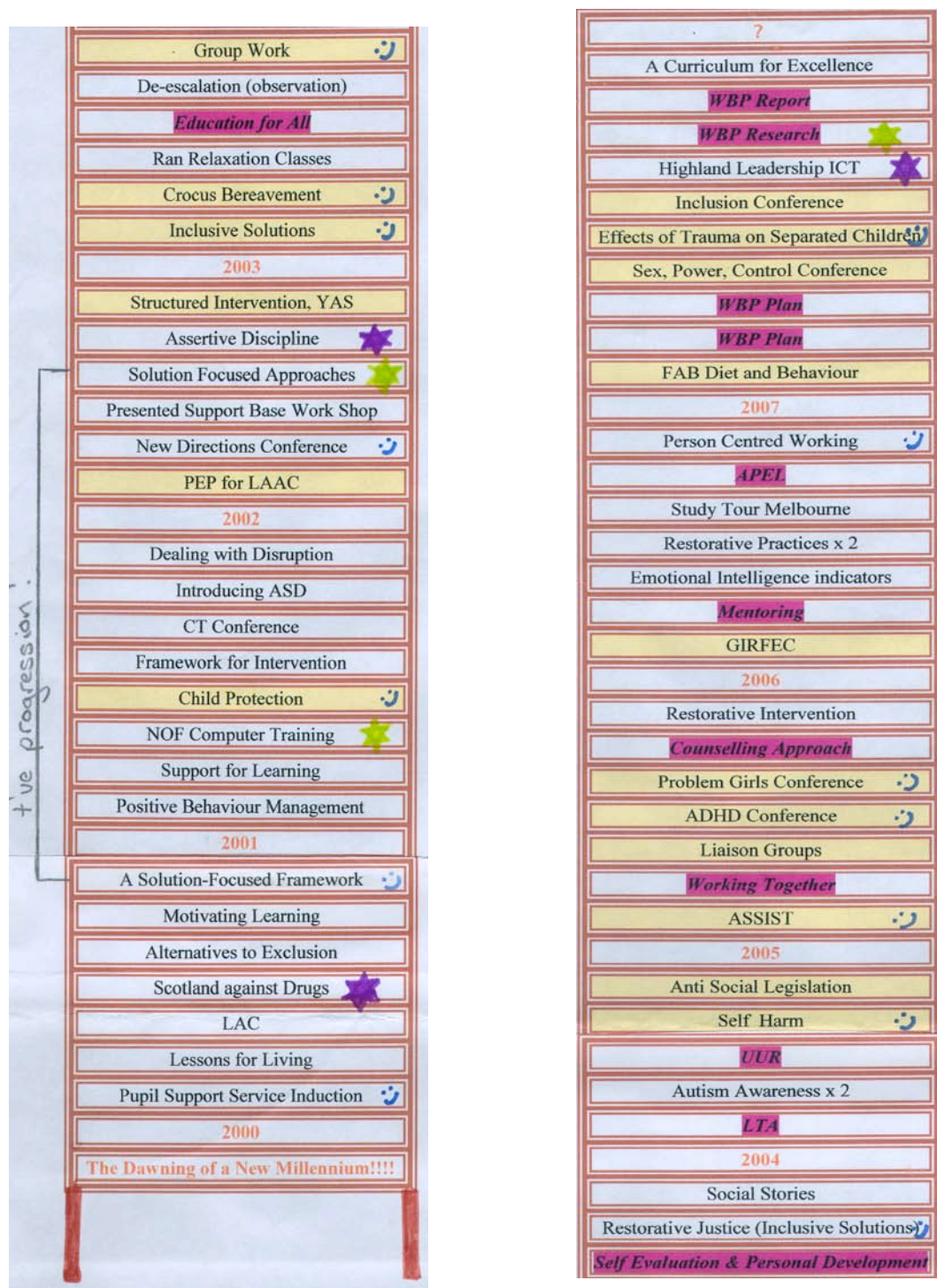


Figure 5.1 Lorna's Ladder

limited. From a methodological viewpoint, I believe this shows how important it was to explore how and why artefacts were presented in the chosen ways. It also shows how my analytical engagement with participants' talk affected the course of discussion and the co-creation of topics.

Returning to Lorna's explanation of the ways in which status mattered to her and to her reference to having worked on 'gut and experience', this resonates with references, made by all of the others in this study, to the concept of the intuitive practitioner. Looking backwards from the position she held as she storied her account, she realised that she had relied, predominantly, on her intuition until she began her postgraduate Chartered Teacher study. Read in the context of her speaking about getting an academic background, her acknowledgement that she had never been sure if what she was doing was 'right' suggests that, before undertaking postgraduate study, she had either not made meaningful links between her practice and theory and/or not known what impact her practice was actually having on her pupils¹⁶.

The fact that she found the process of evaluating herself against a professional standard and then planning her CPD accordingly, for the first time in her career, a 'mind blowing' experience points to the possibility that this is not necessarily common practice in the profession. The guidance from the current national framework for CPD is that the professional standards should be used as a basis for teachers to consider their progress and development at scheduled Professional Review and Development (PRD) meetings with their line managers (SE, 2003a). But Lorna's experience raises questions about how teachers and perhaps line managers perceive the value of these:

¹⁶ In Lorna's critique of my interpretation she wrote: 'This reads a bit like I didn't know what impact, if any, my practice was having on pupils - I think it needs to be made clear that I was aware of the impact I was having in many cases but was not making the meaningful links between practice and theory to know why this was happening'. This is the interpretation that should therefore be taken.

In these seven years I have had two PRD reviews, and that's all, and one has been totally ineffectual and one's been slightly ineffectual, but that's being honest about it, isn't it. [pause] The first one was done by a guy that was sort of coordinating the services, who didn't actually really know what we were doing in our jobs. So, you know, when you are speaking to somebody who doesn't know what you are doing, and he is just telling you you are doing really well, you start seeing through it pretty quickly. And the last one was quite recently, it was just last year, and it was to do with more the leadership role that I was in, and again, it didn't fit the box.

Because her role did not 'fit the box', she was advised to follow a leadership programme but she felt that this decision was less to do with her own professional development needs and more to do with what courses were available in her LA. The question about whether attendance at courses is perceived by teachers and reviewers to be the main form of provision for teacher CPD is then raised. Lorna's ladder artefact indicates that this is not her belief, since she has included the ongoing development of Person Centred Working; a structured intervention she has carried out; and the CPD that she has facilitated.

It is national policy that every teacher will have an annual CPD plan agreed with her/his immediate manager and that every teacher will be required to maintain an individual CPD record (SEED 2001:8). If teachers are to be encouraged and supported to become and be teachers-as-learners, and CPD is seen as an important means of development, then the PRD process could prove to be an important starting and reference point for those concerned. The values, attitudes and understandings each party holds about the PRD process and about teacher learning and its purposes will be critical to the outcomes.

Drawing on Reid's quadrant of teacher learning, Fraser *et al.*, (2007:161) suggest formal and informal, planned and unplanned professional learning should be valued. So that teachers can pursue the type of learning they believe they need, Fraser *et al.*, (2007: 165) go on to purport that teachers should not only have more agency in the choices made, but that they should also be discerning about the mode of delivery.

Additionally then, it would be necessary to have a developed understanding of the potential for teacher learning that any CPD opportunities might hold.

Whilst I believe it would be exceedingly difficult to construct a convincing counter-argument to, what I personally view as, the welcome proposal that teachers should have more agency in their own professional development, Lorna's experience does raise the issue that until teachers do experience CPD that actually challenges them, and not just interests them, they may not know what they are missing. Because Lorna was fairly free to select the CPD she wanted to pursue, most of the course she had selected were related to legislative issues or chosen because she thought they would be of interest to her. She referred to her ladder artefact (*see figure 5.1*) to further reflect on the choices she made and the impact the experiences had on her professional learning:

And I think now like looking at things you know if [pause] I mean I don't know if it's getting older or if it's because of the studying I have done or whatever, but it's that thing where you know it's worthwhile because you have got something out of it. I suppose that comes out, it was the stuff that did make me think, the stuff that did make me change, and that's real learning. But I mean if you look at that [the ladder artefact], three quarters of it was a waste of time because there wasn't any understanding or any change coming out of it.

It is not surprising that she could not pinpoint the exact source of her recently developed ability to evaluate CPD in terms of progression in her learning. It is highly unlikely to have been simply one or the other, that is, her length of experience or her Chartered Teacher study. If we accept that all learning is complex, then although either or both of these may have been significant factors, her own disposition and contextual factors are also likely to have played a part in her learning.

As she had reflected on her journey with this new set of understandings she discriminated between CPD that just interested her and CPD that really challenged and changed her thinking, understanding and practice. The latter was the kind she evaluated as effective, in terms of progressing her understanding and practice:

Most effective have been the ones that have challenged me, yeah, and challenged where I am and how I work. In fact the interesting ones are the ones I am quite comfortable with.

So were they interesting then, if they didn't challenge you what was it that you came away with that you didn't have at the beginning of the course?

Information, specific information about different agencies and different resources, and things like that. Aye, it was more information gathering, and an awareness gathering, than challenging me personally.

Linking Lorna's experiences to theories of learning, it would appear that in those CPD situations she found interesting, and useful in pragmatic terms, she had simply assimilated the new information (Schugurensky, 2002) in which new knowledge or practice is added onto that which already exists. In assimilation, the new information is seen as congruent with existing and therefore cognitive conflict is avoided. It is what Argyris and Schon (1974) refer to as 'single loop' learning, in which no significant change in beliefs, understanding or actions is normally achieved. That she engaged so readily and felt comfortable with this learning is a further indicator that she did not undergo accommodative change, in which deep, reconstructive learning occurs. Deep learning, as Lorna's reflections illuminate, is personally and professionally challenging to achieve.

Pajares' (1992:391) explanation illuminates just how challenging this can be. He purports that a number of conditions must exist before teachers find the anomalies raised by any new information uncomfortable enough to accommodate the conflicting information. He explains that:

First, they must understand that new information represents an anomaly. Second, they must believe that the information should be reconciled with existing beliefs. Third, they must want to reduce the inconsistencies among the beliefs. And last, efforts at assimilation must be perceived as unsuccessful... In addition, if and when the conceptual change takes place, newly acquired beliefs must be tested and found

effective, or they risk being discarded. (Pajares, 1992:321)

Desforges (1995:390) provides a similar account of these accommodative processes. Moreover, he refers to the affective domain as well as the cognitive. He advises that the disequilibrium incurred in learning that demands accommodative change might be too frightening, or perceived as too difficult to countenance, in which case avoidance would be likely. Alternatively, it might be trivialised and result in simple assimilation or single-loop learning.

One of the 'little stories' Lorna told about her reactions to a CPD experience illustrates how, at first, she did not perceive the information about a 'Solution-Focused Framework' to be anomalous to her own understanding and practices and how only single-loop learning occurred. Over a year later, having been encouraged and supported to understand the underpinning principles, coupled with having had the freedom and support to make links between the principles and her practice, Lorna experienced accommodative change and chose to adopt the overall approach. Trialling and critically evaluating a range of strategies was important to her learning, but she did not adopt certain activities that were included in the support pack because she saw them as 'gimmicky'. She evaluated that they neither fitted with the way she interpreted the principles nor with the needs of the particular children with whom she worked. Although she did not refer to it as such, the CPD approach she described was a form of professional enquiry.

When I asked why she had not adopted this approach after the first CPD session, she explained:

I wasn't ready to take it on then.

So that was about you?

Well I don't know, maybe just the presentation, it was one of these suits from England that does a good presentation, and you are like ah right, fine, sounds great, but then a year later, and having it really broken down and having to go and do it, because I remember when I was doing it there was the two children service workers who took it all on straight away, and I did the teacher thing about, 'Oh, you can't do that', or, 'You can't give them the control, you can't do that', and you

know I mean I still laugh with the Ed. Psych. that did the training because I was the one that was really resistant to it and didn't actually believe it until I had to go out and do my homework. I had a kid that I was stuck within a small room in the school, and I thought right fine [pause] so I went and did it and it did change him, and then you went, 'Aaah!' But it was actually really interesting because, having used it for my final work based project when I was training other people, I can see them at the stage that I was at then, where I was resistant, where it's a good idea but I don't really buy into it. Whereas being forced to do it the way that I did it, and then looking at... because it did fit in with how I was working, it gave a structure to how I was working, and it gave a framework to it, because I think I would probably work in that way anyway in a lot of ways, but I wasn't convinced until that second time, until the more intense work that we had to do.

It sounds like one of the factors there was that you actually needed it for a child, there was a point in it, a need?

Yeh, yeh, I thought nothing else is working so I may as well try that – and was there a bit of peer pressure through my colleagues, my Ed. Psych. and so on to try it... I am trying to think what it felt like [pause] it was almost like a laugh because the other two [colleagues who had attended the same courses] who weren't teachers, were taking it on and I was definitely being the resistant one. I think the lady that trained us is very, very good and knew me quite well 'cause she had worked with me for a year and a half, so she knew how to sort of push me and make me do things. I think by doing that then I realised that she was probably right all along, but you know there was definitely more to it, I mean I would buy into it because up till then I wasn't really buying in to it. But I think that's a lot to do [pause] because you get a lot of these training days where you have all these experts that come up, or even worse still where you have the six people from [the region] who have gone to the one day with all these experts and come back and then try and tell you it.

Here, Lorna referred to a cascade model of CPD and it is one that she mentioned a few times in her account, but always in a disparaging way. I deduced that she felt she had gained little benefit from cascading of information. She explicated further:

Until you have really got somebody that really believes it, and knows you well enough to push you as well, then I think you start changing, but otherwise it's dead easy to sort of say aye well its fine, that what they are saying, and you are not really 100% behind it. Because I think that's a lot of [pause] thinking back even earlier, a lot of the training that I had in school as a class teacher, you would have these people coming up and doing this stuff, and you would sit round and go, 'Aye right, fine, you know he knows his stuff, he is good'; but it didn't really change your practice. Whereas I think having that like six weeks where we had to do the work, and then to report back [pause] I mean I suppose in a way that was my first experience of reflective practice really, because you had to talk about what you had tried and explain why it worked, and why it didn't work, and what you thought about it, that's probably what that was.

Having identified that this was the first time she had critically reflected on her practice, it seems that it was more the opportunity to do so in a structured and supported way, rather than her ability to do so, that had been missing.

Neither the charismatic nor the expert presenter seemed to effect any real change in Lorna's practice. Even when her colleague the Educational Psychologist, someone whom she held in high esteem tried to persuade her to think more about the solution focussed approach, she needed to feel she had agency, the necessary support to develop her understanding and time to explore and make sense of the approach for herself. It would appear that encouragement was, in this case, insufficient for Lorna to consider change; she needed a more assertive approach to be taken as illustrated in the quotation we have encountered earlier:

I was definitely being the resistant one and I think the lady [Educational Psychologist] that trained us is very, very good and knew me quite well 'cause she had worked with me for a year and a half, so she knew how to sort of push me and make me do things.

This little story illustrates how important it is for either the teacher or another to spot when the teacher reacts in this way and then to pursue the quest for a more critically informed consideration of the approach. Illuminating how many factors were

involved in her development and how very complex and non-linear the processes proved to be, I identified from Lorna's account that the following were all factors she mentioned as having worked positively towards her engagement and progression in her learning and practice:

- the fact that the Educational Psychologist *did* understand the approach and was therefore able to identify when it was not being implemented effectively
- the relationship she had with the Educational Psychologist
- that the Educational Psychologist was willing to persist in the quest to develop Lorna's understanding of the approach and to help her to evaluate it critically and then, accordingly, adopt it in a way that reflected a deep understanding
- that she believed the Educational Psychologist understood Lorna as a learner and how she needed to be 'pushed' to engage at a deeper level and that she was willing and able to do so
- the structure and design of the CPD, in that it was over a term and Lorna had to try out the approach in practice and report back her findings and reflections to the group at various intervals
- that she believed that a child she worked with benefited from the approach
- that she, herself, 'felt ready' to change and was willing to relinquish the control that she had normally exercised in her teaching
- that she was forced to look at how she implemented and to critically reflect on this, sharing her observations with others
- that she was allowed to take ownership of the approach and to develop it to suit her own way of practising and her pupils' needs.
- that the underpinning concepts had been identified, shared and explained in a way she could make sense of them

It was like yeah, that's interesting, makes sense, but I didn't understand the concepts behind it until it was really broken down for me and until I experienced it, and then I got it.

Raising a further issue and perhaps confirming Lorna's own reservations about the cascade model of CPD, Lorna became a 'trainer', as she called it, and took on the remit of introducing the Solution focused Framework and Approaches to other

teachers. In 2007, for her MEd dissertation, she conducted a systematic professional enquiry into the impact she, as a trainer, had on two teachers. Her findings disappointed her in that they showed that the teachers were resistant to change and felt they were already 'doing it', whereas Lorna's observations suggested that they neither understood the underpinning principles nor were they enacting them in practice. It would appear that these two teachers did not perceive the new information as an anomaly. Lorna however, recognised the scenario and further identified that she was 'doing it to them' and that they felt they had no choice in their learning:

And you mentioned Lorna that you recently, for your Master's dissertation, you have done very similar staff development work with groups of staff, and you were saying, they were where you were, at that point?

Yeah, there is definitely that wee sort of cynical bit, and that about part of what their feedback was and interviews was, 'We do all this already', and I am sure I probably said exactly the same [*pause*] 'That's what I do anyway!' But it was quite interesting doing it to other people, being a trainer for other people because you could see them saying 'I do it, I understand it'. But I could also realise that they didn't have that level of real understanding that they didn't really get the concepts behind it because of their resistance, and I think that's probably what I was like with my first training. It was like yeah, that's interesting, makes sense, but I didn't understand the concepts behind it until it was really broken down for me and until I experienced it, and then I got it. I am sure the people that I train in six months time, or two years time, will take it on much more openly than they have just now, but it's got to do with the situation that they are in, and whether they wanted it because in a way I was doing it to them, you know they didn't really ask for it, although it had been decided by the working party that set up the unit, that it would be good for them to get and in fact the psychologist who would have trained them has actually spent a year not mentioning solution focus to anybody so that I could get in and do it, but you just wonder would it be more effective if she had done it, which I think it would have been because there wouldn't be that much resistance.

There are two points I wish to make from Lorna's reflection on her work. Firstly, I believe that this, and the remainder of her account indicate that she has become, and is continuing to practise as, a teacher-as-learner. Secondly, that her experiences raise many of the questions she herself had about a cascade model of CPD. I focus on one in particular that I believe may be important if all Scottish teachers are to be encouraged and supported in their learning journeying. In terms of supporting other teachers' learning, is it enough that the teacher/facilitator understands the subject matter or do they need to also to have developed a deep understanding about the complexities involved in teacher learning? Lorna's story indicates that through having systematically enquired into her practice as a practitioner and as a facilitator and reflected on her own experiences, she has certainly begun to make more sense of other teachers' learning needs, but I wonder how much she would have been able to see the ineffectiveness of the CPD she had delivered to the two teachers had she not been able to:

- reflect so honestly and deeply on her own attitudes and learning experiences and
- see the importance of, and have the capacity to conduct, systematic evaluation of impact on teacher learning.

Finally, keeping a constant eye on the credibility as well as the authenticity of this research I consider what could be interpreted as Lorna contradicting herself, which is not unusual when people tell their stories (Hendry, 2007; Lieblich *et al.*, 1998; Riessman, 2008). Lorna and I were discussing what might be needed to support all teachers to become teachers-as-learners and what might be some of the barriers to that. Lorna spoke about the challenges of change.

Are you saying now that change is difficult? I wonder if you could look at those difficult change times for you, even though you have progressed and done really well from them, but what were the hard bits about change?

It's that lack of confidence I think, because you are reassured in what you are doing and where you are, you are in a comfortable place, and it's that thing, accepting a challenge because challenge rocks you, do you know what I mean, any challenge sort of rocks you and is that what you want? Is that worthwhile because it is going to be uncomfortable, because change is

uncomfortable, and what are you actually going to get out of it, not knowing what's going to come out the other side I think, isn't it. Because you don't know when you go into a period of change what is going to come out of the end of it. You know you are going to be the different place... I mean I think in a way all the changes that I have had have made me much more open to change, but that's because you can always see the benefits of it in retrospect. But if you have not been open to that, and you have not seen the benefits for yourself, then its risky, isn't it, and you are comfortable where you are, and you are doing a good job anyway.

But you have been rocked, Lorna, you have been rocked, and you have undergone risk.

But is that because of the kind of person that I am that is putting myself forward for this kind of thing.

This little story I have presented from Lorna's account was about her resistance to change and how she was pushed and challenged to reconsider her stance and yet she said here, towards the end of the interview, that she is that 'kind of person'. I posit that this was not a contradiction but rather a sign that she had reconstructed aspects of her professional identities and had become that kind of person. She had become a teacher-as-learner.

In Lorna's account, we have seen some of the ways in which the professional identity she presented to me was influenced by personal, social and cognitive factors (Flores and Day, 2006:220). However, beyond Lorna's personal responses to professional experiences, the effects of her personal and home life are unknown. And yet, as we have seen from reading Andrew's Marks' and Cheryl's stories teachers' personal lives can powerfully influence their professional journeying. As we move to Teresa's storied account we are further encouraged, in a convincing way, to collapse the culturally learned split between the personal and the professional (Jessop and Penny, 1999: 215).

Teresa's journeying has been powerfully influenced by, and revolved around, her own family and, in particular, her identity as a mother. Day et.al. (2007) advise that,

to more fully understand teacher learning and why they enact their professional identities in the ways they do, we need to consider teachers' personal lives and how they affect and are affected by their learning and identities. Teresa's account illustrates just how important this may be.

Family Matters: Teresa's Story

I present Teresa's account primarily through the artefact she created. This is for two reasons. Firstly, it not only stands on its own, as a record of that journey, but it also gives a very clear picture of how she construed and wished to convey her learning journey. By presenting all of her slides, I acknowledge that it is *her* construction of her journey to becoming and being a teacher-as-learner that is privileged in this study. For me to deselect sections of her story that I might consider not worth including would, I believe, be tantamount to reconfiguring her voice. I do however, offer my own interpretations of the data she created.

The second reason I believe that it is worth including her whole journey is that, from a methodological perspective, it illustrates just how rich visual artefacts can be for researching teachers' lives in that they can convey synoptically either in symbolic or actual more literal representation, passage through time, characters involved and some of the physical and mental spaces inhabited on the journeying.

Although I present the whole of her journey, I focus my analytical discussion on the three aspects of her journey that I believe she privileges throughout, which are: the apparently unplanned, reactive nature of her journeying; the centrality of family in the choices she made along the way and the ways in which her strong views about CPD are bound up with family and her learning journeying. Where appropriate, in that it adds further meaning to her artefact and/or enhances my analysis, I draw on her spoken commentary from our interview together.

Positioning herself, from the outset as a professional who believes that she has a part to play in Scottish education, Teresa opened her journey with the title of the current policy on Scottish education.

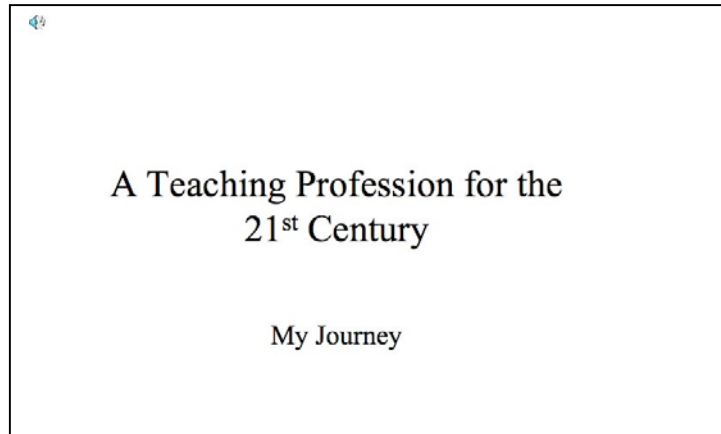


Figure 5.2 Teresa – the beginnings

For the most part, hereafter, Teresa ordered her journey chronologically and presented it from her point of view. Where her PowerPoint presentation deviated from this pattern, I point this out.

This presentation included an audio recording of the song “Any Road” by George Harrison.

Teresa chose this song because the title and the lyrics represent the serendipitous nature of her journeying. This aspect along with attention to the importance of her family was accentuated throughout. As we looked at her second slide (see figure 5.3) I commented on the music that accompanied her presentation:

And your choice of song, “Any Road”, I thought that was marvellous because of this whole idea of a journey.

I have to admit I did have to research that, and I did say to the boys what do you think, and their answer was, ‘Well Mum it has to be an old song because it’s a long journey!’ [*laughter*]

So there's a lot of thought in that choice then...

Oh, yes, there was a family committee meeting about this! [*laughter*]

Really?

Oh yes, yes, yes, yes, yes! We had CD's out, oh God yes! We spent hours, but again [*pause*] I think if I had done this in the classroom the pupils would have been the same, they wouldn't have the same choice of song, but we would have had major discussions about it. Yes, definitely.

There is evidence throughout that her family were consulted about the composition of her Learning Journey PowerPoint. The fact that her family was so involved perhaps indicates just how much of an integral part of her journey they have been. Alerted by the way in which she drew a parallel between consulting with her sons and then with consulting her pupils, I wondered if she treated her pupils like an extended family. There were further suggestions of this in other parts of her account for example, when she lost sleep worrying about leaving her class with a supply teacher.

Returning to her artefact I asked how she and her family had arrived at a final choice for the lyrics that would accompany the presentation. She explained that she had not mapped out beforehand many of the significant parts of her journey:

Well, the fact that some of the lyrics as I came back came into it were good, and the fact that it was 'Any Road'. I didn't choose to do Chartered Teacher prescriptively, I didn't choose to go into teaching prescriptively, I didn't choose to go to Brussels, Australia, Germany prescriptively, these things happened, so it happened to be any road, it was the road I took [*pause*] so I just take any road and then off I go, I will get somewhere from there, it doesn't matter, whatever... Yeah, a lot of thought did go into it, no doubt about that. And it happened to be the same year [*pause*] well, my secondary school, (school A) because there you go there is another road, the new school as I joined it, so the whole thing started from there.

She located the beginning of her own learning journey in the secondary school she had attended as a pupil. She conveyed from the outset, a sense of personal and professional movement with patterns of progression through time and place. She chose to represent this with a vehicle on the road (see figure 5.3). As she spoke about

how she had deliberately made her choices for her artefact, she appeared to be establishing her professional identity as a teacher-as-learner and the place that her postgraduate study has had in this journey:

And your choice of car there....?

Yes, that's a 1965, it came out that year [pause] I researched, everything! That's what the modules did for me, it doesn't matter what I do in life now, I think I actually do research it, but then as I said to you Gill, it doesn't matter whether it's the modules or not, you **don't** just go and make a recipe, you need to go to the cookery book, and if it isn't that cookery book go to the other one. So life is research. [pause] We research whether we actually **actively** think it or not, we **do** do research!

Educational Road to Secondary



1965: "Any Road" was released by the Beatles
1965: Secondary school A
1965: This was the year I started in this
new secondary school. I and the school moved on.

Figure 5.3 Teresa - Any Road

Back on the 'Any Road', Teresa's schooling was interrupted in her 5th year when her Father decided they would emigrate to Australia (see figure 5.4). She left without sufficient qualifications to enter higher education. Having had to return to Scotland very soon after they had arrived in Australia because her father had taken ill, she

decided to resume her own education. That, she said, was when she adopted her approach to lifelong learning:

I think even then there was an impact on me that it means that I would always say to children in school now it is life long learning, you tell me back in '69, '70, how many people were saying it was life long learning, you didn't have that, life long learning was a new terminology, and I am saying to them listen I am an oldie, I was going to night school all those years ago, and I was working in an office and I chose to change my career to come back and do something. But at that stage I didn't know what I wanted to do, I just knew once I started working in an office I don't want to work in this all my life, what am I going to do?

Long
Distance
Travel



1970: Great Britain converted to the metric currency.
1969/70: My family emigrated to Australia, changing the path of my education. However we returned to Scotland and attending night school, took me on a different educational route compared to many of my old school colleagues.

Figure 5.4 Teresa – long distance travel

What she did do, was consider teaching, but her father, himself a teacher, steered her way from that choice.

I did **think** of teaching, but parents were saying, 'No, you are not teaching. You are definitely not teaching,' says father and I said, 'Ok, fine.' So, there was an

advert in the paper and again you are talking confidence, I didn't have confidence, I can picture it vividly sitting in Bread Street, and my young brother came up to visit me, and we picked up a paper and he said there's a job, he said do you fancy applying for NATO headquarters and I said no chance, me, no way, I will **not** get into NATO headquarters, and he said right well if you are not going to get in why not just apply and let them tell you instead of you sitting here saying no, you don't know. So it was from him that I applied for that, and I got an interview and I was accepted.

Teresa was on the horizon of a new career in a new location. On the geographical horizon, she marvelled at her first sight of this famous landmark (see figure 5.5). Reiterating the lack of preplanned direction or, as she put it 'prescription', in her journeying the strapline she chose for this part of her journeying is a line from her chosen thematic lyric "Any Road".

New
Horizons

"If you don't know where you're going, any road will take you there."



1974-77: Qualifying with a Diploma in Commerce, from
Edinburgh College of Commerce, my next steps were
achieving employment at NATO HQ in Brussels Belgium as
an Administrative Assistant moving on to the role of
Junior Staff Officer.

Figure 5.5 Teresa – new horizons

I decided at that point I have had this four years in Brussels. I will do my teacher training qualification and see if I like it, because I hadn't had any experience of teaching other than parental and obviously being in a school. But I did like that and I was also at that point, when I made the decision I was actually being offered a job in the Pentagon, so that was a biggy, you know, do I stay in Brussels or do I go to the Pentagon, or do I come back, and there was a family influence because at that point when I said to my mum and dad right Pentagon, and they weren't very happy because of Brussels, Pentagon is even further, 'Do you really want to go to the Pentagon?' And I said, 'I don't know, I really don't know.' So I decided ok, I will come back, do the teaching qualification and again any road, well let's see where it takes me.

Family matters changed her life once more. Teresa went on to qualify as a secondary teacher in business studies. After she married, decisions about which routes to take were made jointly (see figure 5.6).

Divided
Routes



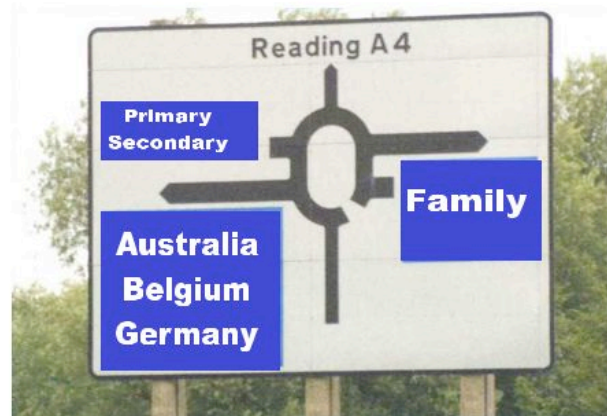
1976 - 1982- completed Secondary Post-Graduate teaching qualification, then continued on my route with three years teaching ... this route takes me to marriage and teaching in Germany.
1982-86: Teaching in British Forces Schools abroad.

Figure 5.6 Teresa – divided routes

To depict the circuitous nature of her journeying, she chose a roundabout and as a way of effectively signposting the key influences in her journeying, her ‘places’ of importance are grouped by category rather than chronologically (see figure 5.7). Combining the personal and the professional once more, the ‘Reading A4’ place was significant too in that it represented the growth of her family with the birth of her second son. The reading refers to the professional and academic study she has done and continues to do to as a teacher-as-learner:

So family education, well obviously this one, rather than it being Reading A4 it was **reading**, and the family became four folk, so that was why... if you see there is a roundabout bit there, and then I chose that, because instead of saying Reading I decided that looked like reading, the literacy side of it, and your reflection, your current reading and thinking etc. and the A4 was there's four in the family now and three of us are A's so I thought that was quite a good one, and then I superimposed all of those in.

Family
education



1986 - Return to Scotland again
 1989: Saw the birth of my second son, Berlin wall comes down.
 1989 - 1995: My and their most important education -
 COMPLETE FAMILY COMMITMENT
 1995: Further teaching qualification from Moray House, in
 Primary Teaching.

Figure 5.7 Teresa – family education

Having picked up on her strong focus on family I pursued the ‘place of family’,

An interesting title Teresa, family education.

Well it is, because as I say we chose, as a husband and wife, that I would stay at home, and I mean it was quite funny, that was before we were married, I said, ‘If we have children can I stay at home?’ Partly [my] Mum had stayed at home but partly because I wanted to. If I do things, as you well know, I go, wow! I am straight in there! I couldn’t divide myself up, I am not good at doing [pause] I like to do something really well, so if I had had to have the children and then go and work and then deal with children I wouldn’t have done either of them well, I really have to [pause] I think I have to very simply stay focussed on one thing all the time.

She recognised in herself her tendency to invest full commitment in whatever she believes to be the most important at that point in time. To convey the depth of her investment and her family centred compass in life, ‘COMPLETE FAMILY COMMITMENT’ is the only caption she has capitalised in her presentation. Complete family commitment meant that when her own children attended primary school, she helped out but only after discussing it with her children because as she said, ‘that’s the way our lives have always gone, we have always discussed it with the children.’

Following the random patterns of emergence that seem to come to the forefront in Teresa’s storying, her experience as a parent helper in her son’s classroom led to her undertake an additional primary teaching qualification. This arose from the classteacher’s suggestion after she had observed Teresa interacting with children and supporting their learning.

To inform the decision Teresa subsequently made to take this extra qualification, she looked both backwards and forwards to her professional past and future. She recalled the delay she had experienced in the past when trying to secure a permanent post in business studies teaching. Looking to the future, she believed the primary qualification might help her gain employment more readily. She also looked to the

present to consider how studying would benefit her own children's primary education. Showing how the past, present and future were simultaneously at play, this story illuminates some of the complexity of the temporal perspective in teacher learning and in the formation of personal and professional identities. It may seem so obvious that teachers draw on their past and future orientations to make decisions in the present but this process can be crucial to the outcome of whether, and to what extent, teachers are prepared to commit to professional learning. To what extent, and the ways in which, this might be acknowledged when encouraging and supporting all Scottish teachers to become and be teachers-as-learners raises yet another difficult question.

In Teresa's own journey, volunteering to work as a parent helper in her son's classroom turned out to be yet another, unpredicted, unplanned but fortunate opportunity to enhance her personal and professional future. The term 'Family Education' seemed then to hold much meaning for Teresa and it would appear that she learned *from*, as well as *with* and *for* her family.

As we have seen, Teresa's family her mother, father, brother, husband and children have acted as catalyst, support and on occasions have inhibited her progress and caused her to reroute, as when her parents discouraged her from working in the Pentagon or from entering teaching the first time she considered it. Equally when it came to postgraduate study, the potential was there, for the family to decide her path. Because, and only because, her family were in agreement and she was satisfied that her family would not in any way suffer from the time she spent studying, she 'jumped in there' at the chance to embark on MEd/Chartered Teacher study. Her choice of language reflects her strong commitment to learning and perhaps her bravery to undertake the challenge. She was at that time, a principal teacher, with an appropriately enhanced salary, commensurate with any salary increase she would receive for achieving full Chartered Teacher status; financial gain was not the driver. This may have been one of the reasons why she was ambivalent about what other teachers should privilege when undertaking Chartered Teacher study. Teresa shared with all the other teachers in this study a view of her postgraduate Chartered Teacher study as the beginning of another learning process. Placing value on this process and projecting her vision for professional development, she believed that all teachers

should focus on the learning to be achieved, rather than the status or the financial reward. But drawing on her professional and cultural experience of the commercial field, she did recognise that there should be recompense for the considerable effort and time invested.

I just want to prove that I can do this, and I was really, really enjoying it... it's about starting the process as well. I think I went in, in ignorance and loved the modules. I think now what you are getting is people are going to focus on Chartered Teacher and I would like to see people focus on modules, but then I am agreeing with them well, why do a module and not gain something for yourself? Because, realistically, they have to be realistic. Yes, the pupils hopefully will always gain, but there's got to be gain for you as well. Its not just the money but there has got to be some sort of gain, and again in industry if you do a qualification you get paid for it and that's how they work, they all dangle carrots, you don't just do it for the sake of it.

Extra baggage
but supported to
re-route



2001: Re-routing back to Education with my family now at school and supporting me all the way ...
My career began to take off again when I embarked on the Certificate of Workplace Organisation. "Brand new accredited programme of CPD through E-learning"

Figure 5.8 Teresa – taking off again in education

Wanting to prove she could do it was not only about proving this to herself but also about (re) constructing her professional identity with certain colleagues, whom she felt did not view her subject as 'academic'. She inferred, 'I don't know whether the

primary get it as well, but in the secondary, well you are **just** business studies'. Although this was only mentioned once in her account, I believe it shows that vulnerability and micro-political factors might play a significant part in when, where, what, how and why teachers learn. Van Eekelen *et al.*, (2006:406) observe that teachers must take an active role in order to learn, and "will to learn" typically precedes such active involvement. Teresa's motives suggest that the will to learn may well be bound up with teachers' (re) construction of professional identities.

The language Teresa used at various points in her storying indicated that she had a strong will to learn and that she felt positive about the direction her journey was taking. The phrases, 'I'm heading there!' and 'I'm straight there!' were used repeatedly. This enthusiasm, however, was apparent only when other conditions were present. Whatever she elected to do had to accommodate both her personal commitment to fulfillment of her maternal role and her professional desire to experience what she saw as meaningful, useful CPD. The medium through which she could study was therefore also crucial to her decision:

So I would still say I jumped in there because there wasn't good specific CPD, and I would also say I jumped in there not quite just because it was Chartered Teacher, I jumped in there because for the first time I was seeing I am going to get CPD that is internet, that is e-learning, that is for my subject, I can take this back to the classroom. And that's where it developed from, the fact that I was being tutored through 'Blackboard', but to be very, very fair, if you weren't IT literate, although they kept saying, 'Oh this is easy, this is easy.' A lot of people would not have had the time, the effort, the energy to actually get through the Blackboard system, at that time.

Emphasising the demand on her time and energies that it took for her to complete her studies to her satisfaction and at the same time, to juggle both personal and professional roles Teresa explained how important it was for all teachers to be given a genuine opportunity to learn, which included being allotted time to do so:

Yes a chance to actually be given time to learn and I do mean 150 hours. I did it because I was part time, if I

had done this full time I wouldn't have coped. [pause] But a lot of good full time teachers, whether they want to do accreditation, whether they want to do modules or not, are not being given the opportunity and the time to do it. You can't, you have only got five days in a week, and then you have got to have Saturday, Sunday, I am quite adamant with homework as well with the kids, I think you need your holidays, yes we probably all work on a Sunday, I know I do, we all work probably [pause] 35 hours is a non starter. And it goes back to the supply teachers, have a new place for supply teachers who will come in if its during term time, which it really has to be, and allow the teachers to go back to studying. We are not allowed to go back to studying except at our own expense and our own time, and allowed, by that I mean, the authorities are saying yes you can do it, but there isn't the encouragement to do it, therefore you are not being allowed to do it.

Time, money and fear of failure were all factors identified as barriers to teachers enrolling for Chartered Teacher study (HMIE, 2007c; McGeer, 2009). These may well be the most resistant barriers to face in any attempt to encourage all Scottish teachers to become and be teachers-as-learners. To be able to address these issues for all teachers will require systemic change. This is an argument I develop further in Chapter 7.

A journey requiring
balancing



2003: Re-release of "Any Road" in memory of George Harrison.
 2003: Achieved Certification of Workplace Organisation.
 Moved onto Diploma in Education.
 2003: Gained permanent part-time teaching contract in
 Secondary School.
 (and Equal Pay Settlement)

Figure 5.9 Teresa – balancing family and professional commitments

Because the modules she achieved had not, at that time, been officially accredited by GTCS as Chartered Teacher modules, she had to submit an accreditation for prior learning claim (APL) therefore had to go backwards, to the beginning of Chartered Teacher programme and start again with Module One, before she could make an APL claim for the modules already achieved (see figure 5.10). Reaching ‘a high point’ in her journeying she graduated in 2005 (see figure 5.11). She had proved to herself and others that she could achieve a master’s degree and full Chartered Teacher status.

What next?



2004: Going round in circles ... Diploma achieved, but to move forward on Chartered Teacher route Module 1 had to be completed and APL/APEL had to be submitted.

Figure 5.10 Teresa – going round in circles

A high point in the
journey



2005: Graduated with Masters in Education
GTCS awarded me Chartered Teacher Status.

250 students started in 2001 ... "the magnificent seven"
was the first group to qualify.

Figure 5.11 Teresa – M. Ed and Chartered Teacher status

Although enticed by the prospect of free postgraduate study that would lead to Chartered Teacher status and the accompanying financial remuneration it would bring, 80% of the teachers who began on this leg of Teresa's journey with her, dropped out within the first year:

It dropped from 250 to 50 for various reasons, and as I say I know that's a fact. It's documented. There were full time teachers who couldn't cope, there was the IT side of it that staff couldn't cope with, there was a lot of people who signed up because it was free and then said 'Right ok, this isn't for me' or, 'I can't do it'. So it dropped down to under 50 within the first year.

Three more reasons why teachers were resistant to this form of CPD appeared. The challenge of participating in e learning was one. Pivotal to any strategy that might be devised to encourage and support all teachers to become and be teachers-as-learners will be the teachers' themselves and their dispositions to the processes of learning entailed. Dispositions however, may be insufficient, there has to also be commitment

(Day *et al.*, 2007). Even so, as we have seen in Teresa's story there may well be a very positive disposition and enduring commitment to professional learning but the performance of personal identities may, at various points and for differing lengths of time, take precedence over commitment to enhancing professional development.

Bringing us to the present, at the time of interview, Teresa indicated that she is continuing to practise as a teacher-as-learner. That she spoke of her commitment to use and improve on her qualifications again suggests that she did not just view them as rites of passage but as integral parts of a career-long professional learning process.

Forward Planning



**The Present : Ongoing links with Australian schools:
“e-pals”, literacy across the curriculum through Global
Citizenship, improved transition, being able to use and
improve on my Primary qualification again .**

Figure 5.12 Teresa – the present – being a teacher-as-learner



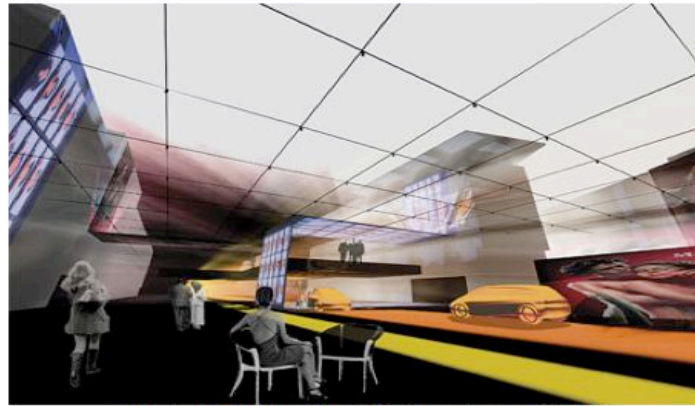
The Future: “The future is not a result of choices among alternative paths offered by the present, but a place that is created--created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made.” (John Schaar)

Figure 5.13 Teresa – the future – forging the path

Unpredictability, serendipity and her adaptation to whatever emerged from the interactions encountered throughout her past journeying have, up until this point, been one of the central themes in her storying. Here, though a turning point appears to have occurred. The quote she has chosen (see figure 5.13) suggests that, although Teresa accepts, and perhaps even welcomes, that the future is not predictable, there is a sense that she has developed a much stronger agency in her journeying, than she has related previously. It would appear that ‘Any Road’ still applies but, keeping us focused on her inner thoughts, Teresa also set out her vision for the future. Drawing directly from her lived past and living present and having looked inwards to reflect on her progress through the journeying, her vision extended beyond a focus on herself to include her aspirations for pupils and other teachers’ learning.

Hope for the future.

My hope is that my pupils, and colleagues will not necessarily follow my path but learn from my journey as I have and also learn to appreciate that the Chartered Teacher qualification **is** part of that Future ...



Hochschulpreise für visionäre „Future Road“
(High School Prize for vision of “ Future Road”)

Figure 5.14 Teresa –future road

Her statement that ‘Chartered Teacher qualification **is** part of that Future...’ captures Teresa’s concern for future opportunities for teacher learning (see figure 5.14). As she spoke about this slide there was also the sense that she felt a certain level of vulnerability in relation to her position and role as a Chartered Teacher. From my own reading of the slide entitled, ‘Hope for the Future’, I could not figure out exactly what she was trying to communicate her composition. I admitted that to her, but apparently that was the whole point of its creation. She explained:

I have deliberately made this German because so few people understand it. [pause] I think you have got to be able to speak some German to understand that. A lot of people would have done primary French and would be able to see if it said the future, the vision, blah, blah, blah, but I really did put that in because the German to me, it means you have got to know something about it, and I really feel that maybe that’s a bad point [full] stop. I think that the ignorance in Chartered Teacher is what is getting me and a lot of folk down, rather than thinking of the future. So my hope is that even if Chartered Teacher isn’t sustainable or Chartered Teacher dies a death, that something good will have come out of it. Not that I **think** its going to die a death. What I would rather see is it develops to be much more widely accepted, and I think it will, as a

course for people at the top of their professional scale. But I think there are a lot of problems to be ironed out. So, I deliberately, as I say, chose the German because I thought you have got to know what that means, and so few people know what Chartered Teacher means, and I will even take that on myself, what does Chartered Teacher mean?

Oh right, that's fascinating, I would never have picked that up just by looking at the picture Teresa, I am so glad you have explained.

As a methodological consideration, this confirmed to me just how important that it was for me to include the teachers, who created the artefacts for this study, in the interpretation of these data. Not only did Teresa have the opportunity to explain the complicated thinking behind her composition but, I also believe I have learned much more from attending to her explanation than I could have done by drawing my own inferences. A crucial part of interpretation and particularly when drawing inference, is the knowledge the reader brings to the text (Wray, 2004; Rosenblatt, 2005). Irrespective of whether or not I am able to understand German, I would not have been able to access the meaning she wished to convey, had I not been able to 'plug into the experience of listening' (Hendry, 2007) to the meanings she wished to convey. In turn, this would have meant that some important information could have been missed.

The subsequent slide depicted Customs channels at the border between countries where travellers have to decide which lane they will take to cross over (see figure 5.15). In preparation for the interview, I had formulated tentative interpretations of this slide, and the others in her artefact. I had, of course, not yet shared these with Teresa because I did not want to influence her own thoughts or responses. I had imagined Teresa was making a rather clever analogy to the process of boundary-crossing of identities (Maclure, 1996) that some Chartered Teacher candidates are currently having to negotiate. As part of this negotiation, they are making conscious decisions about whether they do, or do not admit to their colleagues that they are



“I think much responsibility will lie with head teachers in allowing teachers to breathe, create and teach with more freedom than they have had in the past 20 years.”

Matthew MacIver

teachingscotland Issue 23: Summer 2007

Figure 5.15 Teresa – declare your stance!

studying on a Chartered Teacher programme (Connelly and McMahon¹⁷, 2007; O’Brien and Hunt, 2005). But Teresa’s clever analogy was far more complicated than I had imagined and the inference she made holds some very significant implications not just for Chartered Teachers, but for all those who have a vested interest in all teachers becoming and being teachers-as-learners.

Right, I decided on this one because you are going through, you have got your green channel and your red channel. Well its so easy, as I say, for all of us to go through the green channel, and say yeah that’s right, whether you should actually be saying well I have actually got something to declare and I am going through the red channel. So it wasn’t a case of stop and go, it was, how honest are we in what we are doing? So I think much will lie with head teachers and allowing teachers to teach so that children really learn. What I am trying to say there, is how much of it is that we do things because we just think we will get away with that [*pause*] I am being a wee bit naughty, I agree absolutely with Matt, and I think there is, there are a

¹⁷ Connelly and McMahon coined the phrase ‘clandestine behaviour’ to describe the actions some Chartered Teacher candidates reported they had taken to hide from their colleagues the fact they were studying on a Chartered Teacher programme.

lot of head teachers out there who are trying to dictate and say where things are going. So what I am saying here is, well we all do that, we all go through the green channel whether we have got something to declare or not, I would like a bit more honesty from teachers, from head teachers. I would like us to stand up for **real** learning and **real** teaching.

In her plea for teachers and headteachers to adopt a stance against a focus teaching on priming children for exams rather than for ‘real’ lifelong learning, she was referring to the pressures that she felt that target setting had placed on headteacher, on herself and on other teachers. Relating to her own practice, she made her own position explicit:

Whether it is the communications, whether it is the learning and teaching, a) I have got the confidence to quietly stand up for myself now, b) I feel right ok, statistics at the end, the results aren’t the end of it, as the SFL teacher said in the class the other day, ‘What a laugh we had!’ And I said yes but the children learned. She said, ‘The children learned?’, she said ‘I just learned’, she said, ‘What a hoot that was, and all we were doing was going over a general prelim paper!’. Now I wouldn’t have had the relaxation to do that before I did the modules, because now I have got my shoulders back and I am thinking right the statistics may show or may not show results, but this is lifelong learning and much as I know my pupils have got to go on, some of them have got to go on and get qualifications, the pupils I have had this year, the pupils that I am working with, have got a breadth of education, and an enjoyment... an enjoyment of being in an environment that they might not have had if I had been teaching them five years ago, because I would have been geared on that strength to: I must get through this exam, must get through this exam, got to do this, got to do that, and I would be more focussed on prescriptive teaching.

Having ‘done the modules’ she somehow felt that she was now more ‘relaxed’ to follow her pedagogical beliefs. This, it would appear was because she now felt she was able to draw and gather evidence of meaningful learning but, as she intimated, this informed, agentic stance was not always welcomed by her headteacher, which is

perhaps why with her ‘shoulders back’, she was apparently bracing herself for further reaction.

I don’t think anybody becomes a head teacher without actually having thought about the job they are going for, because it is such a responsibility, the buck stops here, whatever happens the buck stops there, but how are we going to educate them [headteachers] on the right track? How are we going to [pause] because they are floundering as well. I admit it; my head teacher doesn’t know what to do with me. She does say well you were always very strong and very forward thinking but she said, in her words, what’s frightening her now is I am providing evidence now of what I am saying, I am not just [pause] I am evidencing it, as I have said to you a couple of times, well I get evidence for that, I am now actually just about not QI’d¹⁸ up to there, but I am actually saying well if I say something I can back it by evidence. I don’t just go in there and say I am not happy blah, blah, blah, which I have done in the past, I admit that, because that’s the kind of person I am... I will say well look, this is what I am doing and this is why I am doing it, I am not doing bits of paper for bits of paper sake any more, I am doing it because I think there’s a need to know the impact, and evidence it by asking the kids.

Whilst there may be widespread concern about the quality of teaching and the quality of learning that has been inculcated by the performativity agenda in education, it would appear from what the teachers in this study report that there is a general optimism amongst teachers that Curriculum for Excellence will offer them latitude to be more autonomous in decisions about content and about how to meet the needs of their learners. But this, as Teresa’s little story suggests, will require a culture change, and culture change is, as we know, renowned to be the most difficult level of change to achieve, since it involves systemic change (Fullan, 2005; Senge, 1994). A crucial component of such systemic change in teaching and learning practices will surely be that teachers will need to possess, understand and exercise the necessary pedagogical practice to support the meaningful, sustainable learning envisaged.

¹⁸ QI is the acronym used in schools to refer to the Quality Indicators from *How Good Is Our School*, the official guidance to schools on self-evaluation. It is however guidance that serves more as policy since as MacBeath and McGlynn, (2002:135) identify, it is now used by all Scottish schools to evaluate all aspects of their practice.

Once more Teresa's account raises concerns about the challenge ahead, as I discovered.

You know the level of expertise that you feel you have achieved through Chartered Teacher, that deep knowledge about pedagogy and so on, is there anybody else in school that you could talk to at that level or...

No, that's easily answered, no. Probably the other colleague who is now a Chartered Teacher.

Perhaps this is one of the reasons why Teresa felt that, in her current situation, she was not making fast progress with her vision for the future of education and her place within it. Visualising her current mental space as a 'very scary toboggan run', she closed her presentation of this chapter of her journey with this pictorial representation (see figure 5.16) and another line from the lyrics of "Any Road". Looking ahead to the future in more ways than one, she was hoping to move to a seconded position where she might have more influence over the journey ahead and the roads to be forged. She was hoping for the serendipity to play its part once again, but from my reading of her full account, I sense that she will not leave the changes she seeks wholly to chance.



As I perceive it, my route forward at present appears to be two steps forward and one back. This because of my present location; the influence of others and maybe even ...

"the spin of the wheel with the roll of the dice."

(anyone out there got a secondment for me??)

Figure 5.16 Teresa – choice or chance?

As we have seen throughout her storied account, the influence of Teresa as an individual with personal and professional histories and identities has been prominent but the contextual influences and CPD experiences, effective and ineffective have all played their part, at different times and to varying intensities, exerting influence and being influenced by her own actions. In keeping with the use of visual metaphor, the approach often employed by Teresa in her presentation, I have borrowed Gary Hoban's (2002) idea of using a spider's web to represent the many influences that Teresa identified as having played a part in her journeying to becoming and being a teacher-as-learner (*see figure 5.17*). The spider's web metaphor is particularly apt to convey the complexity of the ways in which the influences have interacted and how impossible it would be to isolate a single cause or effect. If any movement or tension occurs on one thread, then in some way other parts of the web are likely to be affected, albeit to varying degrees and at different speeds.

I have already discussed most of the influences I have identified on the spiders' web but there are two that perhaps need further explication. I begin by explaining why I make the claim that her commitment to pupils caused tensions for Teresa within school hours. Teresa clearly valued and has demonstrated a strong commitment to enhancing her practice through professional learning. She felt that on occasions her professional learning or rather the time out of class to attend provision scheduled within school hours was detrimental to her pupils' learning because in her view, the system, whereby supply teachers were brought in to look after her classes, did not support progress in pupils' learning. The main purpose of her learning was to enhance her pupils learning and recognising the paradox, she said,

but there are so many sections within that, and it is a very difficult problem because the children [*pause*] I do feel guilty, I have seen me saying I would like to go on that course, in fact I know I am going on one on the 12th March, and I am thinking my God, I have got third year accounts, and fourth year accounts actually, and I have got the project to get through, and I know they are not going to be taught, and I was off before Christmas because I was ill, so should I do this? But then I have got to weigh that up against this course that I am going on is for the future kids, because it's about financial services and I really want to bring this new course in. So [*pause*] the CPD is valuable but it's not

valuable to the children sitting in front of me and I am having a sleepless night worrying about it.

What does it mean to you Teresa, you use the term valuable yourself, you said that you found that valuable, if you had success criteria for valuable CPD what would it be?

It's relevant, it's current, it is professional, it's open to all and it actually does have meaning and is given meaning, and by that I mean I might do something and not asking to be patted on the back, but I am asking that it is seen, whether directly or indirectly as having an impact on me, on other staff, or on children. Now that is where I would go to try and get valuable CPD.

Saying that she now found the CPD she experienced during school time valuable, contradicts much of what she said about the CPD provided by her LA and school in the past, which she believed had been cobbled together in response to new national policy without due consideration of teachers' actual learning needs.

Post McCrone it was the authorities' responsibility to provide CPD, so your authority then says right we have got to provide the CPD, where are we going to get the CPD from. So then you get a group of teachers, ex-teachers or other people jumping the bandwagon and saying hang on a minute, they have to get CPD now into these schools, I can set myself up as a CPD provider or whatever. So you got the gap, there is then a gap in the market, the authorities are saying right we have got to provide the CPD so we have got to get something together, we will put forward a book, so we have met our commitment, but they didn't really care what the CPD was, they were meeting their commitment of providing CPD, whether it was valued, valuable or worthwhile, that wasn't their concern; they had met the McCrone commitment. Well, we are offering CPD, we are doing our bit, it's up to the teachers now to take it up. So I think there was a huge amount of very **useless** CPD was then logged into these books, or logged out to schools, so that the authority met their commitment, but the authority didn't go into the thinking process behind what CPD we're doing. The Chartered Teacher modules though had actually thought things through.

And how about the time that is allocated to CPD within school, like CAT times or...

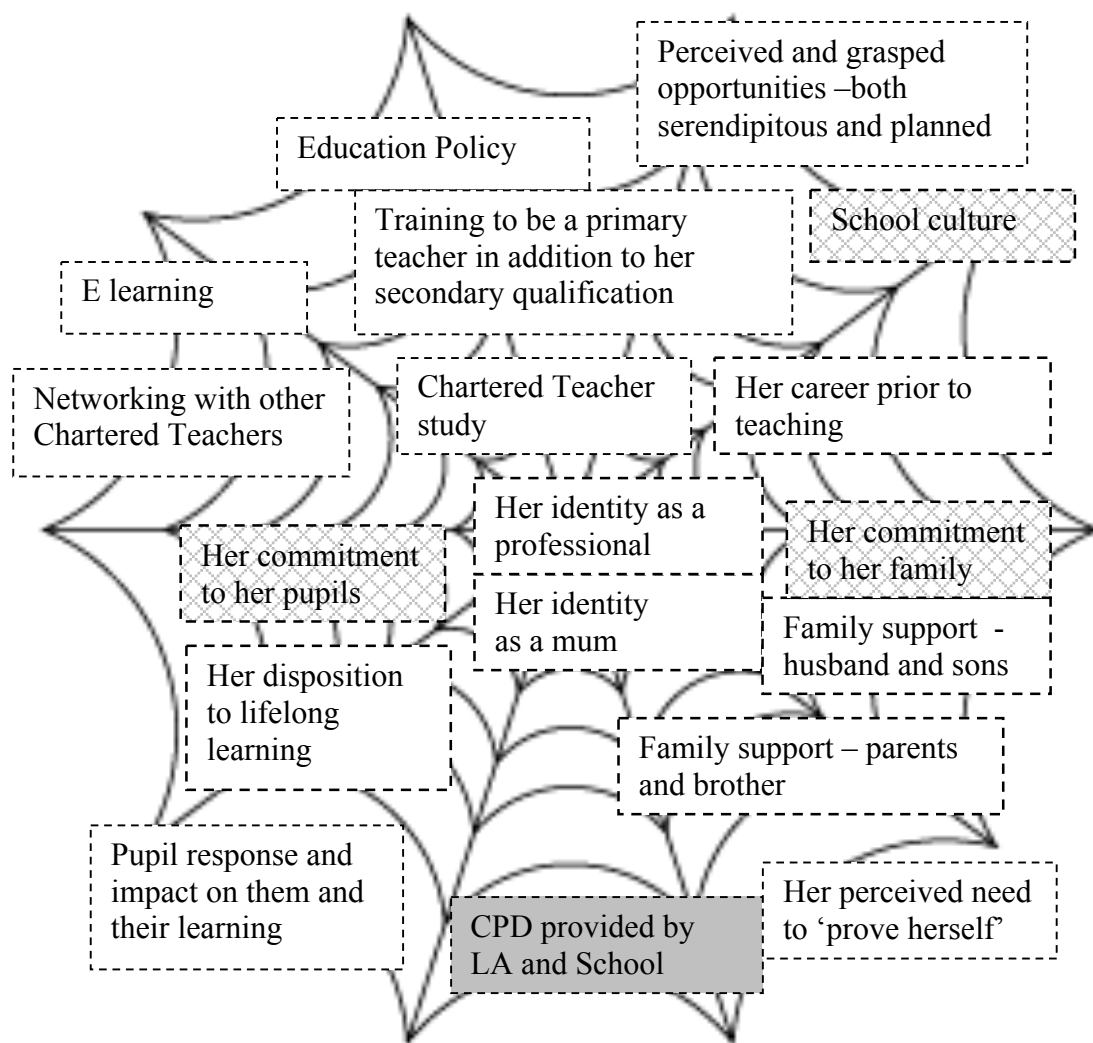
That's QIs, that's tick boxes time! Good grief, talk? Don't have time, they don't let us talk. Even PTs, they have been screaming for a PTs meeting, we don't have that, we do not get that, it's fill up bits of paper.

Although similar observations and sentiments on school and LA CPD provision were expressed in eight out of the nine teachers' accounts in this study; and it is worth noting that these teachers worked in six different LAs, so the issues raised are not particular to any one of them.

At a glance then we can appreciate just how complex Teresa's journey has been. Concepts of co-evolution, interdependence and emergence were illustrated throughout her account. I believe that her visual and verbal storied account, summarised here in this figure (*see figure 5.17*), quite emphatically, establishes that there can be no simple uni-dimensional view of teachers' identities and practices when planning, implementing and evaluating any strategy that aims to encourage and support them to become and be teachers-as-learners.

The complexity of teacher learning however was not only evidenced in Teresa's journey, as has already been indicated. And for each of the teachers in this study, a similarly complex web to illustrate the networks of influence and influences of networks on their learning journeying could be constructed for each of the teachers in this study.

In the next chapter, I present parts of the remaining storied accounts co-created for this study to consider the ways in which these teachers privileged the influence of their professional contexts in the telling of their stories.






Key	Influences on Teresa's becoming and being a teacher-as-learner that she reported as:
	a mainly positive influence
	a source of tension that worked at different times, both for and against her progress
	unhelpful to her progress

Figure 5.17 Networks of influence, influence of networks

Chapter 6 - Context Matters

Overview

In what ways, and to what degree, do the contexts in which the participants work appear to have featured in the teachers' learning and journeying? With this research sub question in mind, the accounts presented in this chapter show how some of the political issues related to the school and/or wider context could influence teachers' learning journeying.

Historic and current national policy initiatives feature in Isla's story. From early on in her career Isla felt that she had been constantly negotiating change. With particular reference to the political aspects of school leadership, her account illuminates ways in which headteachers' professional actions can influence teachers' learning journeying and, ultimately, their career trajectory.

The parts of Lucy's journey I have chosen to present in more detail, are accounts of her own experiences, firstly as a newly qualified teacher and then later in her career, as a development officer in her LA. In her early years of teaching Lucy felt it was politically astute in terms of her being accepted into the school culture to adopt the practices that existed, even though her own pedagogical beliefs differed in some significant ways. This channeled her learning and her practice in ways, that in retrospect, she viewed as limiting. The distinction Lucy made between being able to talk to colleagues about learning as opposed to just being able to talk to them about teaching provokes thought, particularly when collaboration and sharing of good practice is currently viewed as a key strategy for teacher learning in relation to Curriculum for Excellence. Finally, Lucy's experience of leadership at LA level points to the need for effective and strategic leadership of CPD.

Unlike Isla, but similar to Lucy, Rebecca had only journeyed through one major national change initiative: Assessment is for Learning (AifL). With its bottom up and top down approach, the AifL project was originally designed in away that might encourage and support Scottish teachers to become and be teachers-as-learners, as

they journeyed to reconceptualise their understandings, beliefs and practices about learning, teaching and assessment. But, as is evidenced in both national evaluations of the project and in Rebecca's story, success has been patchy. Rebecca's account provides a rich insight into the ways in which she and her colleagues became aware of and were supported to develop, AifL informed pedagogy. Her own analysis sheds some light on why the practices that emerged in her school varied in significant ways across classrooms. Through her written artefact and the dialogic exploration of her journeying during our interview, Rebecca has provided a deeply reflective account of how her own understandings and practices in formative assessment have developed. Rebecca included consideration of the impact that her own learning and practice has had on learners and learning. Drawing on her informal analysis of past and ongoing experiences of negotiation of significant change within her school, and looking to the future, Rebecca offered her thoughts on what might be done to best support her and her colleagues to support and deepen their understandings of learning and teaching.

Leadership matters: Isla's Story

Prior to our interview together, Isla posted me a written commentary to accompany the hand-drawn artefact she had created to document her journey. I knew that Isla was going to send me a drawing of her journey, because it was she who had suggested the idea of participant-created artefacts at the planning stage of the study, but I had no idea that she would write and include a commentary. This reassured me that the cooperative approach we had agreed to adopt was being enacted at this stage of the proceedings, at least. The independent choices made first by Isla and then subsequently by the other eight participants indicated that they not only believed they had agency in what data they created but felt confident to exercise it. I was not at all concerned that each artefact would be different either in form or number because, to inform this study, it was the teachers' representations of their journeys that were sought. The choices they made about which people, which periods of time, which places and which events, to include in the created artefacts and storied accounts were always intended to be the data through which the research questions might be explored.



Figure 6.1 Isla's learning journey

The time period depicted in Isla's learning pathway spans from when she completed her Postgraduate Certificate in Education (PGCE) to qualify as a teacher. During the interview however, she spoke of herself as a learner prior to this period.

As far back as she could remember, Isla has been eager to learn. She acknowledged that her diligence, dedication and enthusiasm for learning have been recognised by those who have worked with her at each phase of her education. Having graduated with a first class honours degree in English and History, Isla gained a dual qualification to allow her to teach in both primary and secondary sectors. On her hand-drawn artefact Isla explains that she used the windows of the university to represent the 'new perspectives' she felt she had achieved as a result of her university studies (see figure 6.1).

Isla's is the only artefact in this study to be drawn and written fully by hand¹⁹. To carry out my reading of Isla's visual narrative, I have drawn on some of the literature that considers how visual narrative in children's books might be analysed (Doonan, 1993; Smith, 2009). Isla represented her professional learning journey as a pathway that started with her teaching qualification. Following the path, the reader of this visual text is taken, in chronological order, to places, events and people she viewed as having been most significant in her journeying. Isla did not draw any border or frame around her drawing and so it bleeds onto the page, which can give the reader the impression that s/he is party to an ongoing experience (Doonan, 1993; Smith, 2009). Literally and symbolically open-ended, the future path she drew looks optimistically wide as it, too, bleeds into the very bottom of the page.

As with many of the other artefacts created for this study, Isla's drawing affords the reader some insight into both physical and abstract mental spaces she has inhabited at various points in her journey. It is mental space that is privileged in this artefact. Emotional responses to events and/or people are depicted through body language and in particular, through facial expression. It is her body language and facial

¹⁹ Where there is type face I have added it on two occasions:

1. to anonymise the name of a school.
2. to show what she wrote on one of the signposts which, when scanned, became almost illegible.

expressions that are represented most often. The only other people, whose facial features are drawn, are two headteachers with whom Isla worked. All that is drawn is told from Isla's perspective. By looking at each of Isla's drawings of the headteachers: one shouting angrily, the other in an open and welcoming stance (inferred by drawing the welcome mat drawn beside him and his school), Isla made it easy for the reader to see how each person made her feel. In the picture story of the 'angry headteacher', Isla added a drawing of herself to show exactly how she felt. Thus the depth of the emotion felt at that time in her journeying was emphasised. The visual text then provides the reader with a clear sense of journey through time in which events were signified by emotional states. The detail of what evoked these responses was outlined in Isla's written commentary and then further explored in the interview. From all of this data, Isla's account illustrates the strength of influence that context can have on teacher learning.

Over the span of her career Isla has taught in both secondary and primary sectors of education. In her artefact and her storied account she concentrates solely on her experiences in primary schools. After the excitement of her first two years of teaching experienced in a rural school (School A), Isla moved to a much larger school (School B), in an area considered to be one of 'the poorest council wards in Scotland'. It is not uncommon for teachers who work in areas of socio-economic deprivation to say that they find it very challenging (Day *et al.*, 2007). Although Isla found the professional and emotional demands made on her in this school much more challenging than in School A, her enthusiasm, her commitment to the pupils and, as she said, her 'ability to problem solve' kept her there for fourteen years. The problems she encountered at this school did not appear to be related to her relationship with the children she taught but rather to political issues within the school as well as political and Political issues raised by, and immanent in, the wider educational context.

Following the revisionist movement in education of the 1970s in which many of the child-centred approaches of the 1960s were rejected (Boyd, 2005:86), the late 1980s and early 1990s was the period when the profession was coming to terms with the novel concept of national curriculum guidance and the implementation of 5-14. Until the mid 1980s what happened in schools and classrooms was left almost entirely to the teachers to decide (Lefstein, 2005:333). During this period the school effectiveness

movement proved a powerful influence. The school effectiveness movement tried to identify key factors in successful schools. The instrumental rationality (Lefstein, 2005:334) on which this was based was that, if key factors of successful schools and the practices therein could be identified through empirical research, then all that needed to be done was to ensure that all other professionals practised similarly. It was perhaps on this premise that so many Local Authorities then adopted, often wholesale, specific teaching programmes, schemes of work and activity packs. It may also have been seen as a means of supporting teachers through a period of constant change. Isla, like many other teachers at that time, felt she was suffering from 'repetitive change syndrome' (Abrahamson, 2004 quoted by Hargreaves 2005:975). For Isla, this resulted in a feeling of overload and a low sense of self- efficacy, both of which affected her learning, her professional identity and her practice as she indicated when she referred to her artefact and the drawing of her with a ton weight suspended over her head (see figure 6.1):

...you have got this ton of stuff coming at you, and so many things get started, and you do it for a couple of months, and then it's the next big thing, and the first thing never gets finished properly...and you are never allowed to go back and re-visit. And the audits that you do are so superficial, oh we will just tick the boxes...and that's it finished. But **we** are still dealing with it, and you need to go back and look at it and see what's working and what's not working. And I think that's what I meant by this sort of ton, this pressure of **all** these different initiatives and sometimes you just get your handle on it and you just think right I have worked out what I am going to do with that, and they say. 'Oh, well that's all wrong, I am going to do something new'. I think that really gets to teachers, I think that really, really gets to classroom teachers after a while.

Isla had attended many CPD sessions run by her LA, after which she had been expected to implement the new programmes promoted. Experiencing them as inhibitors to her own creativity and agency in teaching, as well as inhibitors to her pupils' creativity, she balked at prescriptive programmes and at those who insisted on their timetabled and inflexible, to-the-letter implementation. She did not feel she was on her own in these thoughts, as her written commentary suggests:

There was so much thrown at us in the 80s and 90s, I think a lot of us got really hacked off, you never seemed to do anything right, and so we put up this barrier and its now like, ‘Well sorry, I am not changing’...At times we as a staff felt completely overwhelmed by the implementation. We would attend courses and in-house insets [in- service training events] where we were addressed by people who did not seem to have any idea what they were talking about and had completely lost any idea of what it was like to teach in a regular Scottish primary school. This problem was made worse as we had a headteacher who believed in implementing every new idea that crossed her desk and was never interested in our professional opinion if it would work or not. Unfortunately, so many schemes were started with a flourish but soon they would be forgotten and we would be on to the next one – whilst still struggling to fully implement the last several with no resources to do so...I felt I was no longer “teaching” but merely working my way through packages with little or no consideration of the specific needs or interests of the children in my class.

It appears that Isla was reneging against what Woods (1999:117) refers to as the ‘intensification’ of teachers’ work. He purports that it was a very common phenomenon in Britain and the USA during the late 1980’s and in the 1990’s. Through the process of intensification, Woods (*ibid.*) claims that high-level tasks become routinised, administrative and assessment tasks proliferate; time management becomes a real challenge and few opportunities for creativity are made available. In this mode, teachers are technicians rather than professionals.

It would appear that Isla viewed teaching as a high-level activity and the pressure to reduce it to task-led teaching did not appeal. It is, however, difficult to pinpoint for how long Isla has held this view. Her practice and professional identity are likely to have coevolved over time and so she is constantly in a state of becoming (MacLure, 1996:283). It is therefore very difficult for people to separate out past from present, and present from past. Riessman captures the dilemma:

When talking about their lives, people lie sometimes, forget a lot, exaggerate, become confused, and get things wrong. Yet they are revealing truths. These truths don’t reveal the past “as it actually was”,

aspiring to a standard of objectivity. They give us instead the truths of our experiences... Unlike the Truth of the scientific ideal, the truths of personal narratives are neither open to proof or self-evident. We come to understand them only through interpretation, paying careful attention to the contexts that shape their creation and to the worldviews that inform them (Personal Narratives Group 1989a p261 quoted in Riessman, 1993:22).

Having pored over all of the data she created for this study, my interpretation is that her view has changed over time but that she may not have recognised the extent to which this has occurred. It would appear that the ways in which she thinks now have affected how she views her past practice. I anchor my interpretation on the data. Later in the interview we spoke of why at the beginning of her MEd/Chartered Teacher study she had felt sceptical about the value of it:

That first module, I began to think why are we doing this? [pause] why **are** we doing this?...

So why were you grumpy about it, why did you think, 'Why are we doing this?'

Because at that point I suppose I wanted the practical, I suppose I had been sixteen/eighteen years doing the practical and I had never been challenged to think about what a professional was, you know, I had never thought about that before until I started talking just now [pause] but no, that was probably why we found it so hard. We had been [pause] you know, as a classroom teacher you just get on with it, and you think on your feet the whole time, and to go away and reflect, reflective critical thinking, I hadn't done that in a while, if you had ever done it. And it's only when you get to this side of it that you realise why it was so important then, but I think when you first do it, when you come to it from what is a very practical job, isn't it, it's a bit of a 'pwhow!', I just got hit by a bus or a critical thinking bus and it is really hard. Do any of your students say that?

Yes, yes they do. But it's interesting, I don't know why, just because you are thinking at such a depth Isla, I just assumed that you were doing that before.

No, not to the same extent... I suppose I have always thought about things, but you know some days you just get on with the teaching don't you?

This whole section of her account serves to point up the challenge that might lie ahead when teachers who are to become teachers-as-learners are required to move beyond thinking of teaching in purely practical terms. It will be important for them to deconstruct what it means to them and to others to be a professional teacher, what impinges on that and what agency they might exercise. Professional agency will not be achieved if teachers have not had access to alternative beliefs, and/or choose to believe that being professional means uncritical adherence to tightly prescriptive teaching programmes or schemes of work. Isla discovered this for herself.

As Isla shared her views and her experiences of the implementation of one particular teaching programme, it became clear that she had wanted to retain a more creative, flexible, approach to programme implementation so that her students would remain motivated and engaged. But she did not believe this was allowed. She believed she was under considerable pressure to implement programmes to the letter.

I can't bear North Lanark²⁰, I just find it so prescriptive, it takes all the joy out of writing just to write for the children, and the way that it was done in that school, we had a secondary geography teacher came to be in charge of it, and she insisted that it take an hour, and everything else was timetabled near the end of my time in that school, so if you were doing RME from nine till quarter to ten, they were actually coming to this class at five to ten. Now maybe you were doing Judaism and the kids were fascinated, now to me you carry on with Judaism for extra time, if you have got the kids on board and they want to go and find books, and they want to go on the computer, they want to find things out you carry on with it, but they would come in at ten... and say excuse me you are suppose to be onto maths now. And they would come in and crit us on North Lanark, and if we didn't do exactly what was on the North Lanark video we would get a really bad crit.

²⁰ North Lanarkshire Local Authority published a writing programme that teachers in that LA had developed. It was written to support teachers to help pupils achieve specific 5-14 targets in writing. Further information can be found at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=5224>. Various packs in different curriculum areas were produced and marketed by many LAs during this period.

The concept of adhering to strict timetabling was a new phenomenon to primary teachers; and for Isla the idea that she should end a session in which pupils were motivated and engaged in learning just because it was timetabled to do so was an anathema to the ways in which she had always practised. As Isla herself identified later in her account, this raises an important issue that will need to be considered in any strategy to implement Curriculum for Excellence. Teachers who have only practised in schools where strict adherence to timetables and programmes of work has been demanded may find the prospect and/or practice of selecting curricular content and developing a range of pedagogical approaches according to children's needs formidable. If they have always been used to being told what to do, or simply to follow what the programme says they should do next, they could find the lack of direction and the expectation constantly to exercise professional judgment, disconcerting and deskilling. Isla had recently facilitated a CPD session for teachers in a neighbouring school and observed that:

The only thing that I think [*pause*] the only thing I noticed one or two people looking nervous about, was the younger ones when I was talking about Curriculum for Excellence, about the freedom it would give us to work in a kind of project way. I could see on their faces this sort of what, no guidelines? And you could tell from the questions they asked me that they felt **very** uncomfortable with that, whereas the older ladies and gentlemen were like oh yeah, we do that.

As a part of the most recent study to be commissioned to report on *The Draft Experiences and Outcomes of the Curriculum for Excellence*, Baumfield and her colleagues gathered teachers' views, many of which reflected Isla's observation:

A perceived lack of direction left many teachers unsure of how to proceed. Within the responses there is an implicit acknowledgement of the riskiness of autonomy and a sense of exposure to potential error by removal of the 'safety blanket' of prescription. Concern was expressed about 'getting it wrong' and the dangers of moving too far from the 'comfort' of 'the measure' within a wider framework of accountability (Baumfield *et al.*, 2009:20).

Somewhat ironically then, unless all teachers can become and be teachers-as-learners, a ‘karaoke curriculum’ (Hargreaves, 2003) and the pedagogy that Isla tried to resist might become the very practice that teachers will be unwilling to relinquish.

Isla’s determination to practice in a way that she believed to be the best for her students’ learning appears to have been one of the contributing factors in the irretrievable breakdown in professional relations between herself and the headteacher. Another factor had been that Isla had applied to study on the Chartered Teacher programme against the explicit wishes of her headteacher. Speaking about the present, Isla told me about how colleagues ask her for advice and for her opinions. It seemed as though she was exploring a new identity; a new identity that was being projected onto her by others and about which she, herself, was still unsure. She looked backwards to make sense of this:

I was amazed, people who had been teaching for ages, they come to me now and say what do you think about this, how do you think I should teach this today? The first couple of times Gill, I did, I thought why are you asking me...

Really?

Yeah, but I don’t always think of myself as this [*pause*] I am really quite shy quiet person that doesn’t sort of push herself forward, I am not good for speaking in staff meetings that much. I have got better since I went to this school [School C], but the last school [School B] I wouldn’t have opened my mouth because I would have just got shouted down. Yeah, I am amazed how much they come and I didn’t think, because in the previous school I was actively dissuaded from doing the Chartered Teacher, I was actually told not to go to the introductory meeting by the boss.

Why was that?

Do you want the real reason or...

The real reason.

The real reason, she was concerned that it would be a waste of time, I think she felt completely intimidated by the fact that I might go for my MEd. I left a year after because it got so nasty.

Isla spoke at some length about the role the headteacher had played in causing her extreme distress, as she depicted so vividly in her artefact (see figure 6.1). I have chosen not to present the detail of this period in Isla's journey to protect Isla, and indeed the headteacher concerned.

It was at this point in her career that Isla almost abandoned teaching. According to Byrne (1999), the common causal paths to teacher burnout include:

- classroom climate
- emotional exhaustion
- depersonalization
- personal accomplishment
- work overload
- self esteem
- decision making
- external locus of control (Byrne, 1999:32).

Of the eight causes suggested, Isla alluded to seven of them. The only one not mentioned was classroom climate. Her relationship with her pupils was only ever conveyed as being very positive and personally rewarding and was one of the main reasons she remained in teaching.

It is important to add that teachers were not the only ones experiencing burnout during this prolonged and intense period of rapid change. Headteachers and LA officials were under extraordinary pressures. Headteachers had the responsibility to ensure that all of the changes were implemented in their schools. At the same time, their own accountability was being subjected to ever-increasing scrutiny through the introduction of a raft of school evaluation procedures²¹, all of which were completely

²¹ Systematic self-evaluation within Scottish schools only became essential in 1996 when the first version of *'How good is our school'? Self-evaluation using performance indicators* (HGIOS) was introduced. A model of 'parallel evaluation' developed, whereby both a school and an external review body conducted their own evaluations. They may afterwards share and compare findings (Alvik, cited in MacBeath, 1999:90). The school used (HGIOS) to carry out a self-evaluation, an audit. The audit informed school development planning. A Standards and Quality Report, reflecting all of this information was produced and submitted to the Local Authority (LA) whose Quality Assurance Officers would monitor, support and challenge the school's own evaluation and resultant planning. At some point, once within a seven-year period, each Scottish school will have been inspected externally by HMIE. The inspection report would be discussed with the headteacher and the director of education for the authority, with the agreed final draft made public.

new to the profession. The advisory role that was provided by LA personnel changed dramatically to one of quality assurance. The culture shock of performance and accountability dominating the scene was likely to have been felt throughout the system.

Isla had begun her MEd/Chartered Teacher study and was beginning to really enjoy learning again at this 'intellectual and stimulating level', but without the support within her work context, she said that, she would not have remained in teaching.

Throughout their study, Day *et al.* acknowledge the importance of CPD but also recognise the crucial part that context can play:

CPD alone is unlikely to exert a major impact on teacher effectiveness. It needs to take place within professional, situated and personal contexts, which support rather than erode teachers' sense of positive identity and which contribute, in each professional life phase, to their capacities to maintain upward trajectories of commitment (Day *et.al.*, 2007:153).

As important a factor as the leadership in School B may have been in the ways in which her journey progressed, Isla's account illuminates that it was certainly not the only factor. The wider political and Political context played a very significant part.

Isla transferred from School B. Having been offered a choice of four schools, she elected to teach in School C. Who the headteacher was, and what kind of leadership reputation had been established in the community, strongly influenced her choice. Mr C, the headteacher of School C was held in high regard by LA officials, by colleagues and by her mother who had previously taught in his school.

The headteacher at School C was a major influence in the rebuilding of Isla's self-confidence. The experience she gained over the seven years at School C under his leadership, coupled with her continuing Chartered Teacher study and the very positive feedback about her thinking and her teaching she received from both quarters (school and university), appeared to enhance her sense of self-efficacy. During this period in her professional development she described herself as jumping for joy'. This is exactly how she had drawn herself on her artefact.

Isla alluded to many aspects of Mr. C's leadership that made her feel valued as a professional. She explained that he sought the views of his teaching staff and acted upon them. He carried out annual reviews and encouraged staff to continually develop as professionals. Isla elucidated:

I cannot count how many members of staff are now in promoted posts because they worked with him and he assisted them, and almost pushed them out towards it. To his own detriment really, but he gives you freedom to explore things.

Mr. C had regularly encouraged Isla to share with other colleagues in the school the learning she had gained from certain CPD experiences. Aware of her research and its potential to stimulate discussion about practice, he was particularly keen that she should disseminate widely the innovative research she had carried out with her class for her final project stage of her MEd/Chartered Teacher. She had designed the research project to encourage her pupils to become researchers who researched their own learning.

Not surprisingly, Mr. C's own beliefs about the purposes of education were influential in his leadership:

It's back to what Mr. C says...we are not preparing for tests, we are preparing them to be valuable adults in society, and what do we need to know to make them like that. ...

Isla said that he had always encouraged his staff to adapt any materials as they saw fit for the children in their classes. From the multitudinous demands he might have made on staff, he selected only those that he saw as important for the learners in his school. Implying that she felt both valued and somewhat protected from some external pressures under the leadership of Mr. C and his senior management team, Isla explained:

They worked on the principle that we were professionals, that we knew what we were doing. They would come and ask us, 'What's the solution to this?' They shielded us from a lot of difficult things.

The leadership actions Mr. C took required courage. The most recent HMIe report on the school documented his leadership and management as ‘excellent’. For Isla, for the other staff and for the children in School C, it would appear that school leadership made a difference.

Once again, it is perhaps pertinent to point out that this inspection report was written within the last four years and that views on ‘good teaching’ and ‘good leadership’ and what it means to be a professional have gradually changed over this time, as I identified in chapter one. Therefore, the powers that headteachers and teachers believe they have been able to exercise during the last decade are likely to be different to those in the 1990’s. This does not in any way detract from the endorsement of Mr. C’s leadership but it does illuminate the importance of the wider context and the ideology prevalent at any point in time.

Isla’s account has illuminated the ways in which the Political context and the political actions of headteachers can impinge on teachers’ professional development. Lucy’s account provides a different perspective because it provides an insight into some of the challenges she met when she wanted to lead change. Her account of the ways in which the professional practice of those around her provided both opportunities and limitations to the progress she wanted to achieve is of particular interest to this study.

People matter: Lucy’s story

Lucy qualified and practised as a nursing sister for 20 years. Whilst still nursing, she attended university for four years to allow her to fulfil her ambition, which was realised when, in 2000, she graduated as a primary school teacher. A divorce meant that she did all of this whilst bringing up two young children, on her own. The support she received from family and friends proved to be vital to afford her the time and the space to study and practise throughout her journey, particularly during the periods where she undertook formal undergraduate and postgraduate study.

Having taught for 3 years, Lucy applied to study for an MEd/Chartered Teacher qualification. She graduated in 2007. Her positive disposition to learning, her classroom practice and her ability to support other teachers' professional development soon became recognised. Lucy's headteacher, Mrs. M, actively encouraged her to apply for Chartered Teacher study. A year later, her headteacher was, once again, instrumental in the progression of Lucy's career and professional learning. In 2005, in her fourth year of teaching and one year into her MEd/Chartered Teacher study, on Mrs. M's recommendation, she was seconded out of school to take up a local authority post as Development Officer for Learning and Teaching. Two years later, Lucy accepted a two year secondment to a teaching fellow post, lecturing in primary education, working with student teachers and experienced teachers undertaking postgraduate study. It was during this latter period that Lucy participated in this study. For the purposes of this study I have chosen to present the parts of her account where she spoke of changes in her own thinking, learning and classroom practice and of her foray into supporting other qualified teachers to become and be teachers-as-learners.

Lucy created a mixed media collage of her narrative journey (see figure 6.2) in which there are two time dimensions represented. The first time dimension is the present continuous, represented by a point-to-point rail journey. On the train that makes this ongoing journey, the carriages being pulled by the engine, contain photographs of the people whom Lucy identified as, in some way or other, influential in her learning. In various forms: practical, social and intellectual; the people in the wagons have all, in some way, supported Lucy during her journeying.

I thought well the thing is with a train it just goes up and down tracks, and I just thought well, you know [*pause*] they were the sort of constant things that didn't change and fluctuate and always there, and I thought, oh right I will put them on the train track because you know how roads deviate, and go off in different diagonals and you can go round in circles and you can come back... that's probably been my journey, but they have just been there all the time just chugging along.

On her collage, Lucy named the engine ‘Puffing Billy’, after the tourist train we all boarded for a point-to-point journey during our study visit to Australia. She had named the engine in this way so that when any of the group of us who went to Melbourne read her artefact they might draw a particular inference. The connection she intended this specific audience to make was that it was an enjoyable journey in itself, but it was the people involved who, for her, made it memorable and special. Given the prominence of position afforded to the people in her journeying across the full width of the headline position in her collage, this could also be interpreted as the message she wished to convey in the representation of her whole journey.

The second dimension of passage through time is depicted as a road journey that began when she qualified as a primary teacher and which has wended its way, through time and place, to the present. As in Isla's drawing of her pathway, Lucy's road is drawn as open-ended and bleeds into the margins of the paper, thus emphasising the continuous nature of her learning journeying and suggesting that both the exact origin and the future direction of her journey are indefinable. Her uncertainty about the direction she might follow in the future is further emphasised by the inclusion of only the central post section of the signpost at Signpost 6 (see figure 6.2). The signs for this sixth signpost are not yet written; the next leg of the journey is yet to be created.

Each car placed on the collage represents Lucy as a traveller/learner, and she has used a car to locate her at each significant phase of the journey. She drew ‘L plates’ on the bumpers of some of the cars. The only cars to have ‘L’ plates’ are at the phases where, with hindsight, she now believes her most significant professional learning and change to have occurred. These phases were her first teaching post, School 4, MEd/Chartered Teacher study, the first year of her two-year secondment as development officer and her secondment to university as a teaching fellow. The signposts²² add further detail of both progression and processes involved in her learning (see figures 6.3 and 6.2). The signposts also represent Lucy’s thinking and practice at each particular point in time and indicate the progression she has made

²² The writing on the signposts was so small that, when scanned, it became no longer easily legible. With Lucy’s permission, I have created legible ones to present in this thesis but I have copied the layout and text for each signpost as closely as I could, to the way she set it out in the original.

from simply following routines and focusing on product rather than process of her pupils' learning (see figure 6.3 Signpost 1), to her adopting professional enquiry and establishing her disposition to practising and sharing the critical and creative thinking she has developed (See figures 6.3 and 6.2, Signpost 4).

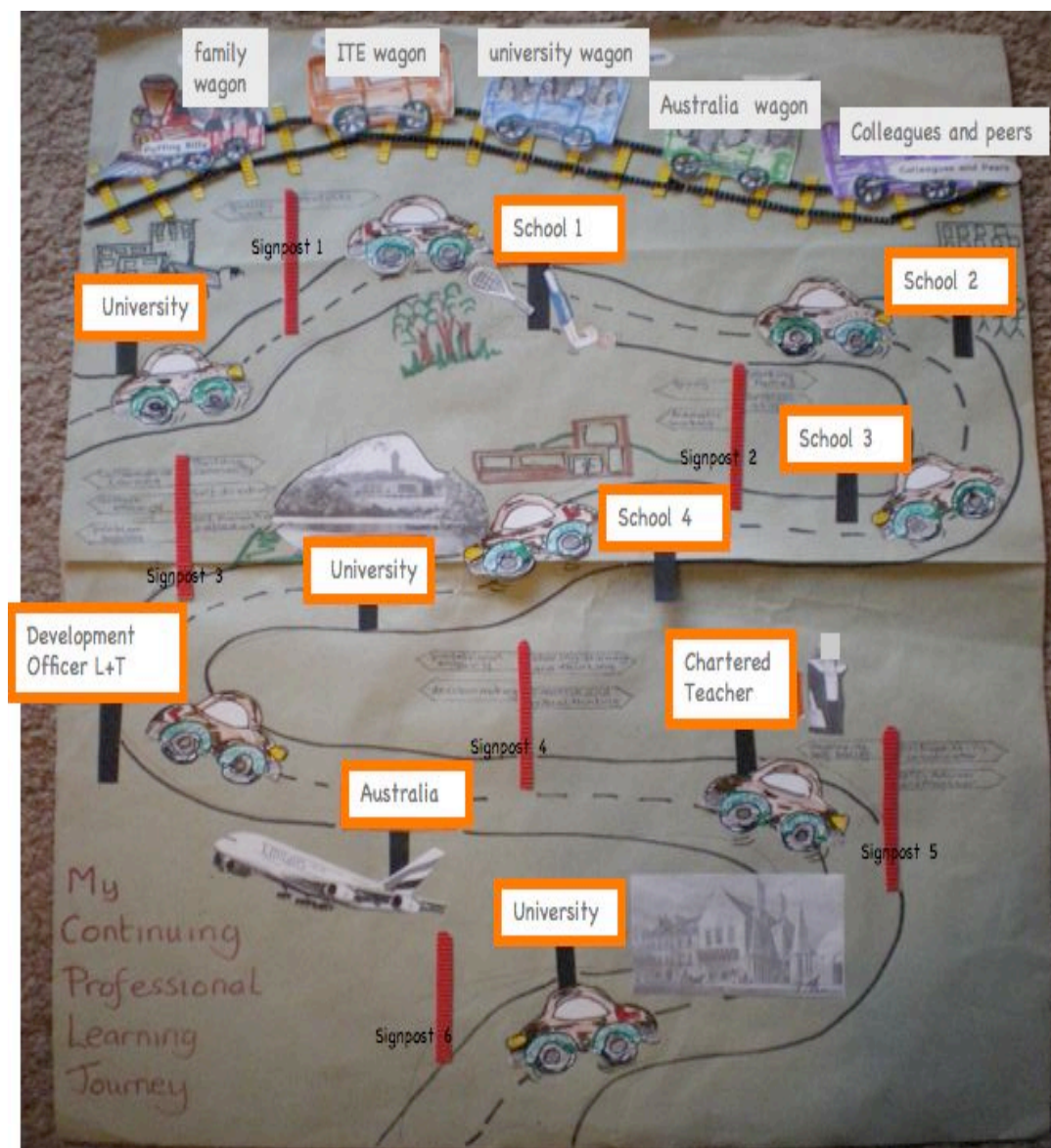


Figure 6.2 Lucy's continuing professional learning journey

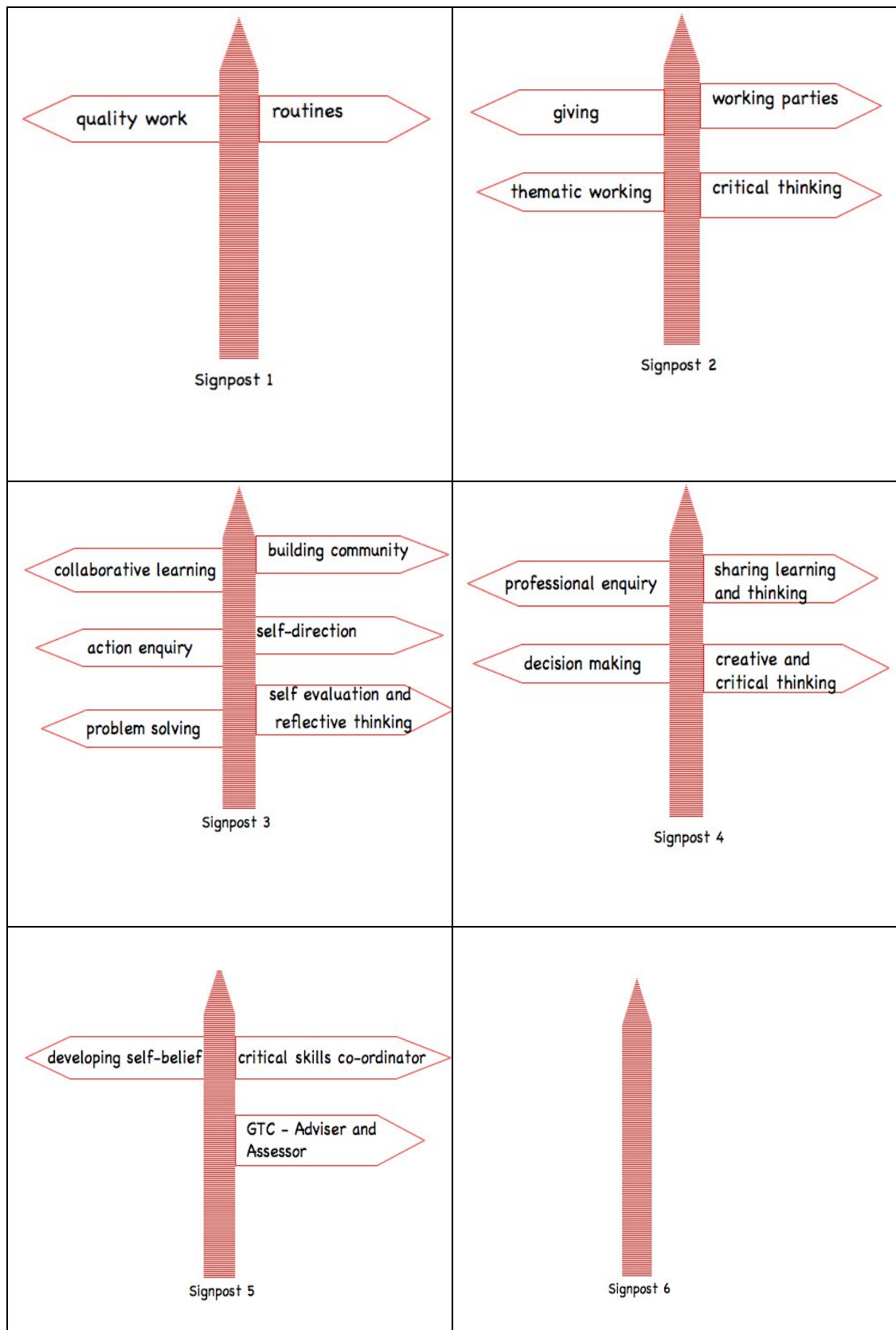


Figure 6.3 The signposts from Lucy's collage

(see figure 6.2)

The people in Lucy's career have really mattered to her, personally and professionally. The people she met whilst studying at university both for her undergraduate, B.Ed. Hons. qualification and for her postgraduate M.Ed./Chartered Teacher degree and the people in the school and LA contexts in which she has worked have all mattered in her journey to becoming and being a teacher-as-learner. These people, along with her family members who supported her in various ways throughout her journeying, have all been given prominence of place (see figure 6.2) in her artefact.

Processes also featured highly in Lucy's story. For herself, her pupils and for other teachers, she viewed learning as a social and collaborative process. Process-focussed CPD that centred around building communities of learners and the processes involved in collaborative professional enquiry were all identified as key to her professional learning and practice and, ultimately, crucial to her becoming and being a teacher-as-learner.

The changes in thinking and practice that Lucy has made over time appear to have become so embedded that she felt they were now 'innate'; but as she storied her account, there were many occasions where she recognised that it was only because of the knowledge and understanding she now felt she had that she could look backwards to reflect critically on her past professional knowledge understanding and actions.

These three themes of the importance of people, the importance of process-focused learning, and changes in her thinking and practice over time, permeated Lucy's account and were summed up in one short interview extract:

The importance of working with others and not working on your own, that's hugely important to me.

Why is that?

Because people are coming at it from different perspectives, and it constantly makes you have to think and appreciate, ok, jogs and reminds you because when you are away from it you can very quickly slip back

[*pause*] it's like what I said earlier, you slip back into old ways, so it's that importance of talking to colleagues, you know not being afraid if something didn't work out, that you go and say well I did it this way and I knew **why** I did it this way, but it didn't work out ... People are really important to me, I know, but the process [*pause*] I mean it is underpinned by the process, it is, 'cause I think it's innate in you [*pause*] well it is **now**.

When Lucy qualified, there were few teaching posts and in her first two years of teaching she worked in three different schools. For Lucy, 'slipping back' meant going back to the practice she had developed as a result of these early teaching experiences. The practice she developed during that time appears to have been moulded by the support she received from more experienced colleagues and by the practices she saw in other classrooms. The ways in which her more experienced colleagues practised became the ways in which Lucy practised, not because she necessarily believed it to be best practice for motivating pupils or for promoting their learning, but because, as a newly qualified teacher, she was afraid to be different. As she looked backwards to this particular time in her career, she also realised that it was only with hindsight she had become aware of this:

Well reflection wasn't really encouraged, I mean I sort of put on the sign post, you almost started to... and this is me reflecting back now, is realising that you just slipped into routines.

In one of the schools there were issues around leadership, which Lucy believed had a significant effect on the way the staff there practised and learned, which in turn, affected how she practised and learned:

There was a lot of management problems, so the teachers tended just to get on with what they were doing in the classroom and there wasn't [*pause*] there was no collegiate spirit in the school, there was no encouragement of working together, and it was a big school and you did have a team partner in the same year as you, but everybody seemed to plan on their own, and there was that sort of acceptance that you would come in and that was your class, and I am doing

this and you would try to ask and find out what the other teacher in your year group was doing. I just, unfortunately probably, had somebody who [*pause*] she had done it that way for so many years and was happy to give me packs of the photocopied books that they used, and the worksheets. ...I put those two [signs on Signpost 1] there because as I said to you there was no [*pause*] I wasn't moving on anywhere, it was almost just sort of setting myself up I suppose, and just feeling that I had to go in and fit into the way things were.

Lucy was unhappy with her practice and wanted instead to emulate the practice of a teacher she had worked with on her final placement as a student teacher. She wanted to adopt a thematic approach because she believed it better motivated the children to learn. It was not until her fourth school, where the deputy head and the headteacher also believed in this pedagogical approach, that Lucy was allowed to practise in this way.

As a newly qualified teacher who was new to each of these three schools, the need to just 'fit in' and be accepted is perhaps wholly understandable. Given the circumstances she reported, it was unlikely that she would have been able to effect change or to establish any new forms of practice.

Thinking about any strategy that seeks to encourage and support teachers to become and be teachers-as-learners, Lucy's account raises some important questions. If teachers are to model practice for other teachers to emulate, of crucial importance would surely be the quality of practice being shared. Amongst other factors, the quality of practice would depend upon the 'model' teacher's implicit or explicit theories about learning and teaching and, as Lucy suggests, in the extract that follows, how aware both parties are of them:

I still have conversations, I still have conversations about sharing our learning, not the thinking, but probably our learning of being a teacher in the classroom, you know, our development as a teacher. But it wasn't really reflective, it was more what we were doing, what activities we were doing, that sort of thing...

As Lucy continued there is an indication that, over time, she has changed in the way she thinks and that this was reflected in the way she talked to other teachers:

But it becomes a way of the way you talk, and reflect and a lot of them (*other teachers*) will say that to you, that you seem to have an awful lot of knowledge, because they will talk about things that they are doing or they have tried, and I often say oh that's really interesting, that links with that, and they will look at you and go how do you know all this, because they haven't continued... what haven't they continued to do Gillian? [*pause*] I don't know, read, and research, and they have just taken initiatives and used them and not really asked why or how.

And made connections?

Yeah, that's right, yeah. Or really understood why they were using them.

It seemed then, that Lucy felt she could talk to many other teachers about teaching and the activities used in the classroom but much less about the rationale for using them, in terms of the learning these activities were meant to achieve. This may be a cause for concern for those who place a high value on teacher dialogue as a key source of CPD.

The idea of teachers as professionals sharing their good practice with other teachers is currently given very high profile in most of the published documentation related to teacher learning in Scotland. For example, the most recent HMIE (2009b) report on CPD is entitled, *Learning Together*. Within the 33 page report, the message for teachers and headteachers to share in terms of ideas, resources and 'good practice' is mentioned no less than 25 times. HMIE advise that:

There has been a positive shift towards increased professionalism as teachers are increasingly identifying their own CPD needs by using non-class-contact time to discuss and share ideas, experiences and resources with each other. This sharing has led to an increased sense of common purpose and more collegiate endeavour in many schools. The identification of CPD needs is seen as an important aspect of improvement and not as an expression of weakness. The collegiate approach to identifying CPD needs encourages

engagement and ownership of developments, particularly in relation to implementation of Curriculum for Excellence (HMIE 2009b:7).

The claim that sharing ideas, experiences and resources demonstrates increased professionalism is plainly stated, but unless it is made explicit what model of professionalism is envisaged, it is perhaps difficult to ascertain the trustworthiness of this claim. Neither in this report, nor anywhere in the CPD Scotland's website (LTS, updated 04 March 2010), is there any clear rationale offered as to why teacher dialogue is promoted so strongly as an effective means of professional learning. The kind of dialogue promoted in both sources appears to be mainly of the 'sharing of practice' form. In the HMIE report there are two references to a different form of sharing, the first being when HMIE commend the following approach because it showed 'ingenuity and flexibility and capitalised on available expertise and resources':

Personal reading and research, including engagement with online resources, and then discussing and sharing what has been learned through these resources (*op.cit. p12*).

Another form of sharing in which establishing a shared understanding is valued is put forward as an example of good practice:

Senior staff discussed with principal teachers to agree a shared understanding of what was meant by depth and challenge in learning. The senior staff have a good knowledge of the quality of learning and teaching across the school and are able to direct principal teachers to departments where aspects of effective practice can be seen (*op.cit. p25*).

Whilst collaborative learning is widely recognised as a desirable and potentially 'effective' form of professional development (Kennedy and Clinton, 2009:32), the kind of sharing that is promoted and/or occurs within that collaboration is likely to have an impact on the outcome and this surely needs to be a major consideration. As Baumfield *et al.* (2009:121) identify, a crucial question to ask is: What purposes should CPD seek to achieve? Whether or not teachers sharing proved to be

‘effective’ would very much depend on the depth of learning or change in thinking and practice envisaged. If the learning envisaged requires double loop learning (Argyris and Schon, 1974) and significant change in practice then, as Penlington (2007) observes:

...we need to take a careful look at the dialogic components of teacher learning ventures, and acknowledge that not all dialogues are going to be useful in catalysing change in teachers’ practice. In order to be effective, the focus of teacher dialogue needs to shift away from examining teaching activities, and to look more closely at teacher reasoning as the focus for effective outcomes. In other words, dialogue needs to be structured so that it encourages or even pushes teachers to examine the assumptions upon which their practice is predicated, and the effect of their practices on their students. (Penlington, 2007:12).

Structured dialogue sessions had not constituted any of the CPD Lucy had experienced prior to her undertaking a critical skills course. Up until 2004, her experience of CPD had generally been of single session inputs. Any collaboration with colleagues had consisted of simply sharing ideas, materials and activities. No follow up took place either through CPD providers or through mechanisms in school. Out of the four schools in which she had taught, in terms of leadership and opportunity for professional learning, Lucy rated School 4 as the most effective. But even in that school, the sharing of any learning that might have occurred appears to have been left to serendipity and the impact of CPD experiences was not tracked. As Lucy reflected on this, she also explained how she viewed CPD at that time:

I would see CPD as going on a course... so it was going off and doing the course, and chatting with people there and enjoying it, and getting excited and then you would come back. Because a lot of people [*pause*] well usually people from the school hadn’t been on that course you wouldn’t be [*pause*] well you tend to just come back and that was a nice experience and maybe I will take one or two things and try them out in classroom, but then that would be it, [*pause*] I would maybe share it with some people but they wouldn’t get as excited about it as I had, because they hadn’t been on that course. There was a lot of exciting

things going on in the school, but it was very much what we were all doing in our own classrooms.

But as Lucy identified, up until the critical skills course and her Chartered Teacher study, she had never questioned why she was practising in the way she did. I referred back to a point in the interview where she had spoken of the discomfort she had felt when she had reflected on her past practice and invited her to clarify:

You said Lucy, that your time at University and your work here in the critical skills that it caused conflict [pause] you were saying it was quite difficult because it actually caused conflict in your practice, in your head, in your thinking...

Maybe conflict is not quite the right word, but it caused shake up you know in that I couldn't just [pause] I was doing a lot of exciting things with the children, the class, but I think, like I just said to you about the debriefing, I never really thought well **why** am I doing them and why am I doing the next thing, it just seemed the next natural way to go. Whereas it had to actually make me reflect and...

Ask why?

Yeah, ask why a lot of the time, **why** was I doing that, **why** was I taking that approach. There was learning going on with the children but I don't think I really connected a lot of the learning, or encouraged the children to make connections. I think sometimes there was that [pause] and it's often the case that there is a complacent assumption that it is happening, but I didn't encourage a lot of dialogue.

Encouraging dialogue and collaborative learning in her classroom became a major feature of Lucy's continuing professional development and practice, as did conducting professional enquiry. In light of her ongoing commitment, Lucy was constantly adapting her thinking and practice. Although the discovery that her past practice fell short of what she now viewed as effective teaching proved disconcerting to her, she was adaptive in her response just as a teacher-as-learner needs to be. Discovering the need to change should be perceived not as a failure but, instead, as a success and as an inevitable, continuous aspect of effective teaching (Hammerness et.al., 2005:363). Lucy's headteacher at School 4 had recognised her practice as

being exemplary and when a post for development officer in learning and teaching for Curriculum for Excellence was advertised around the schools in the LA, Lucy's headteacher suggested to Lucy she should apply.

The LA official Mrs. D, who was Lucy's line manager for the first few months of her secondment, recognised that what Lucy had to offer in terms of teacher CPD was process-focussed. Lucy had drawn on her own recent professional learning experience, and on her evaluation of the collaborative professional enquiry she had carried out in her final year of her MEd/Chartered Teacher study, to conclude that if teachers were to be involved in conducting professional enquiry then they needed to learn how to do this and individual support might be required. Lucy was also determined that whatever she offered in terms of CPD, had to be process-focussed.

I evaluated in my final dissertation, that before the whole school could do it as a collaborative enquiry, really teachers needed to be taken through that process individually to be able to reflect with confidence in their own practice, before they could then do that in a bigger group, you know. These are the sort of things we should be offering, the CPD processes, a process where they [*teachers who attend CPD*] can go back and do it in a context that's relevant to them. I think if they understood that this is a process, and then you adapt it to what your needs are, there would be much more understanding and enthusiasm.

Mrs. D also believed that this was the most effective form of CPD to support teachers in the LA to implement Curriculum for Excellence. Lucy explained how she had planned with Mrs. D how she intended to support teachers in her role as development officer:

I was determined it wasn't going to be a one off, it was going to be come along and engage at their [*the teachers who attended the CPD she would facilitate*] level, because that was what I had experienced there [*pointing to signpost 3 on her artefact – see figures 6.2 and 6.3*] and I felt that was really powerful using theory, literature, and then giving them a couple of practical activities, again at their level and giving the philosophy, giving them the reading to go away, bit of

research to find out, **try** ABC and then come back and we will evaluate it, and then we will look at the next stage. I had hoped that we were going to do a lot more of that sort of thing when we were out, but...

But that was not the opportunity?

No, it wasn't. I think it was probably forward thinking on Mrs. D's behalf, but unfortunately she wasn't there to support it...unfortunately she went off to do secondment. And I had a new boss that came in. I think her thinking was more she wanted us to produce a kit or to produce resources, and it was very frustrating because she could not see it [*pause*] no matter how much we [*Lucy and her fellow development officer*] tried to talk to her.

This raises an issue about leadership at LA level, and in particular the persons responsible for teacher CPD. Lucy's story suggests that not only will their level of knowledge and understanding of the kinds of learning and teaching required to implement Curriculum for Excellence be critical, so too will their knowledge and understanding of what depth and forms of teacher learning might be required and how best to develop and support that learning. In other words, the people who accept responsibility for teacher learning on both strategic level and operational levels, need to understand why teachers need to become and be teachers-as-learners and how they might best be encouraged and supported to do so.

In addition to raising the issue of leadership at LA level, Lucy's account of her own experiences has brought to the fore some of the issues around the pedagogical enculturation that teachers may be prone to when they join a new school, particularly at the early career stage. This, of course, might have very productive results in terms of encouraging and supporting teachers to become and be teachers-as-learners. But equally, as it appeared to be in Lucy's case, it can also be a barrier. Leadership at school level may be particularly influential in the actual outcome.

Lucy viewed collaborative processes in which she could engage with colleagues in reflective dialogue about learning as vital to her own learning journeying. Lucy was also viewed by other teachers as someone to whom they could talk at length and in depth about learning, including Rebecca, a colleague who met Lucy on the

Melbourne study trip and with whom she has maintained personal and professional contact since. In this study, Rebecca's is the ninth and final story to tell.

Knowing why matters: Rebecca's story

Having achieved a PhD in Physics, Rebecca qualified as a teacher in 1999. Since then, she has taught as a classteacher in secondary School F. In 2009, Rebecca achieved full Chartered Teacher status. Within her school, colleagues and the senior management team have valued Rebecca's pedagogical and collegial contributions. Her ongoing contributions have also been recognised at LA and national level. At each level, and on numerous occasions, she has been asked to speak about her experiences and her practice. At school, LA and national level, she has been co-opted to contribute to various committees and working groups.

In preparation for our interview in this study, Rebecca wrote and sent me a four-page reflective summary of the learning journey she had made to develop her understandings and practices in formative assessment. Writing about this particular aspect of her journey served an additional purpose for her. At the time of the interview, Rebecca was preparing her claim for full Chartered Teacher status to the GTCS, part of which was based on her work on formative assessment in her school. She believed that writing her ideas on her journeying and talking them through at our interview would help her clarify her own thoughts, as well as provide data about her journeying for this study. Where I draw from her written artefact I say so and denote it as WA (written artefact) otherwise the data presented is taken from the interview transcript.

The period between 2004 and 2008 is the period on which Rebecca focussed the storying of her learning journey. Within this period, much of her school and LA based professional learning has been related to Assessment is for Learning (AifL) and latterly, Curriculum for Excellence (CfE). Given the funding, staffing and resources that have been allocated to these national, high profile initiatives in which all local authorities have been involved (Baumfield *et al.*, 2009; Condie *et al.*, 2005), it is likely that the majority of Scottish teachers have also experienced CPD based on these initiatives. The attitudes, beliefs and practices that teachers have developed to

date will form the foundation on which they develop any new pedagogical practices that might be required for the effective implementation of CfE. The AifL initiative was launched in 2002 and all schools were expected to be part of the AifL programme by 2007 (SE, 2004:15). The AifL initiative is, then, the most recent large-scale change project that may have influenced teachers' pedagogical practices. There are three published reports on large-scale evaluation of the Scottish AifL initiative (Condie *et al.*, 2005; Hayward and Devlin, 2007; Hilliam *et al.* 2007) and together, they provide a broad and very useful picture of the state of play in terms of:

- headteachers' and teachers' perceptions of impact on policy, practice and on pupils' learning;
- the CPD approaches that teachers have found most supportive;
- who participated and to what extent;
- the nature and extent of the awareness of the different forms of assessment promoted²³;
- issues related to the national implementation of the programme.

The findings from these reports therefore provide vital information for the planning of any strategy for teacher CPD. Several factors were identified as contributing to the success in some authorities/schools. These included:

- funding
- supportive networks
- staff development
- expert input, at appropriate points (Condie *et al.*, 2005:153).

Of note, is that success was reported to have been achieved in only *some* schools and in *some* local authorities. When change on a national scale is sought, such a result is disappointing. To inform future CPD planning and practice, it will be important that lessons are learned from the implementation and evaluation of the AifL initiative.

²³ The AifL Programme attended to three forms and purposes of assessment: assessment *for* learning; assessment *as* learning and assessment *of* learning see LTS website for fuller explanation.
<http://www.ltscotland.org.uk/assess/about/whatisaifl.asp>

In terms of staff development and reflecting the conclusions that Jennifer and Lucy, in this study, drew from their experiences both as LA development officers and as classteachers, Condie *et al.*(*ibid.*) report that effective strategic leadership at local authority level was seen as crucial, as was the model of CPD they employed to effect change. Core to the original design of the AifL staff development programme, was process-focussed teacher learning in which teachers were involved in practitioner enquiry (Hayward and Devlin, 2007); and according to the national evaluation this still needs to be prioritised along with practitioner development supported through dialogue with colleagues, wider networks and communities of enquiry (Condie *et al.*, 2005:153).

In addition to the information available from large-scale evaluation and to understand some of what has transpired at school and individual teacher level, Rebecca's story may be helpful. Her account provides a more finely grained insight into how she and some of her school colleagues learned about AifL; the impact this had on her own learning and practice; and some of the issues that Rebecca perceived to have arisen within the context of her school. Drawing on her experience of the ways in which her own understanding and practice in formative assessment had developed, Rebecca considered different factors that proved supportive to her learning as well as those she perceived as barriers. Rebecca's story began with her own engagement with formative assessment practices and how she made sense of them.

This first extract, taken from her written artefact, provides information about how, through word of mouth, Rebecca heard about and adopted certain practices:

Prior to and during module, I had limited awareness of formative assessment...However, I had already developed idea of "Test Review Booklet" as self-assessment/effective feedback tool (though not in those terms!). I had shared this idea with the S4 year head as he happened to see the pupils involved in the activity and took an interest. In this process, pupils identified areas of strength and weakness. However, I don't think I always gave them a lot of time or assistance on how to improve. I simply encouraged them to use the booklets to focus their revision for the final

exams...My learning at this stage was clearly a little haphazard! I certainly learned something about formative assessment via another Science colleague who had attended an in-service course. However, I had already shown interest and was keen to find out more from this colleague. I must have become aware of it from other sources, e.g. from a “Raising Self Esteem” in-service course where we were told to “Encourage pupils to compare only against themselves not others”. Possibly I was hearing about it informally and it was fitting in with my own reflection/instincts about teaching and aroused my interest (WA).

The haphazard way in which Rebecca seemed to develop her approaches in formative assessment is, in itself, an interesting phenomenon. Serendipity seems to have played a part in that Rebecca was interested and willing to engage to find out more, and that a colleague in her department had attended a CPD session and was willing to share his understandings with her. It would appear that she was becoming attuned to what she perceived as a particular lexicon associated with AifL. The sense she made of what she heard and saw held value congruence for her. In any change initiative, value congruence is believed to be vital. Harland and Kinder (1997:73) observe that it is highly unlikely that teachers will genuinely engage with new ideas unless they see how they align with their beliefs about effective teaching and learning. This may have been vital for Rebecca since, as haphazard as the process appeared to have been and without any formal CPD, Rebecca had already adopted and/or adapted certain practices. However, when she looked backwards to these practices, with the understanding she has since developed, she saw them as lacking in certain aspects.

As her journey proceeded, Rebecca engaged in various learning experiences, some she classed as ‘training’ and others as ‘education’. Believing it to be an important distinction to make, she explained how she discriminated between the two kinds of CPD by referring to her Chartered Teacher study and module two²⁴ in particular:

²⁴ Module two in the Chartered Teacher Programme Rebecca attended was focussed on learning and teaching.

Exploration of connections between practice/theory/research as an integral part of the process of professional enquiry into one aspect of practice and the impact it had on one or more learners and their learning were core to the learning outcomes of the module.

Module two was education and it's because you have not been trained to **do** something, you've not been, someone hasn't got a preordained outcome in sight, that you are being kind of trained to do, and there's the outcome, that's what we want people to be doing, so here's what we need you to do to get there [*pause*]. Module two was about educating us in the fun [*unfinished word – fundamentals?*] about learning and research so that we were in a position to learn for ourselves, and **asking** us to reflect on what we were doing, that was a part of the assessment; you couldn't just ignore that side of it. So to reflect on what you were doing, in the light of what you have learned, and then **choose** what you were going to take forward, and that's very different from any training.

As opposed to being told what to do and how to do it via training, Rebecca valued having agency in both process and outcomes. The emphasis she placed on being *asked* to reflect, alongside the need to do so to pass the assessment, implies that she felt that she had been pressurised into engaging in reflective processes but that she had valued this. During her Module two study, Rebecca was aware of the importance of the learning she had experienced. It was during this study that she negotiated one of the two critical incidents in her learning that brought about significant change in her thinking and practice in formative assessment. The second critical incident emerged as a result of a visit to a school in Melbourne. She spoke first about her Chartered Teacher module experience:

I knew at the time that was pivotal...But before module two I was clearly already doing certain things, I already had some knowledge about these areas, I was already interested, but the understanding of the learning theory particularly, and how it all tied together, and the research behind it, and just the stimulus of realising things I hadn't taken on board.

Rebecca recalled that she had encountered learning theories at university in her PGCE year. Adding her voice to the many who have reported that student teachers find it very difficult to make sense of learning theory until they have had sufficient teaching experience (e.g. Eraut, 1994:121; Malderez, *et al.*, 2007:12), Rebecca said she 'wasn't ready for it then'. Returning to the theory after having practised for five years certainly seemed to benefit Rebecca's pedagogical understanding but, as she

reflected, this was only part of the process that led to sustainable change in her practice.

This is perhaps unsurprising as Schratz and Walker observe:

Teachers who have been socialized through their own schooling as pupils and through their training as students in higher education, and who have thus acquired a working educational philosophy, cannot turn their teaching style upside down from one day to the next. Even if your practical theory of teaching is challenged in a way that causes you to question your practice, actually changing your practice is rarely easy to do and takes a long time, much longer than the intellectual recognition of the problem (Schratz and Walker, 1995:109).

Rebecca articulated these very issues when she spoke of the barriers to teacher learning:

The biggest one for me all the time is time, because it doesn't take a lot of time to learn something, but it takes a massive amount of time to change your practice in response to that, and every time you learn something you are then aware, you are just talking about the air of conscious incompetence, you are very aware of what you would like to be doing differently, and some of the time we are just treading water just to keep afloat in the job, and I find that is the biggest barrier for me.

Nonetheless, during and after her module two study, she had certainly intellectually recognised the things she had not 'taken on board' and had altered her practice accordingly. Indeed, she thought she had reached a stage in the development of her practice in formative assessment where she thought she 'knew all that stuff'. The second critical incident for her was realising that, based upon the same theories, there could be even more effective practice to engage children's thinking in the ways she had tried to do. Explaining this insight, Rebecca drew an analogy to her practice in formative assessment with pupils:

You know I thought I had already you know, knew all that stuff, there was nothing in Melbourne in some ways that I didn't theoretically really know about, and yet I think it made me see sort of a clear understanding of what it was going to look like. I sort of likened it to success criteria, going on about children needing success criteria, and might then show what a good piece of work might look like, and that helps them to see where they are at, and you can give them all the instructions in the world about what they need to do, and what needs to be... everything else, but if they can compare what they are doing with other versions, then they have a clear idea of what might need to be changed and what it could look like, and what these things really mean in practice, and I think that was the missing bit that Melbourne provided... it wasn't that they had all the answers, it was certain things that children were doing which my pupils are not doing, and which I thought I knew I wanted them to be doing, now I realise understood what I wanted them to be doing. And there were things that I was doing that maybe they weren't doing in Melbourne, but it was seeing certain things, and thinking that's what I want my children to be doing. And if these children can do it then mine can, and that's what I need to have in my mind when I am using these strategies.

Rebecca's explanation illuminates the different time dimensions involved in the learning process she experienced. With the understandings she now had, she evaluated her past and present knowledge, understanding and practice. What she wanted her pupils to gain from her practice in the present, with a view to their future, was considered. She recognised that continuing development of her own pedagogical knowledge and understanding was vital, not only to the learning of her pupils', but also to that of her colleagues'. Rebecca made a clear distinction between knowing and understanding but, as her written artefact indicated, it was not that she did not understand the theory or indeed how that might be meaningfully translated into practice. Instead, she gained a deeper understanding through seeing different practice and part of this deepening of understanding seemed to be the realisation that children were able and willing to take responsibility for their learning. Rebecca offers this deeper insight into some of the processes of reflection in which she engaged to consider the learning she had achieved:

Reading my module 1 and 2 assignments again while writing this and reminding myself of what I was already doing and already knew/understood about learning and formative assessment, it is even more surprising that our experience in Melbourne had such a profound effect on me. Has my practice really changed so much since then? Wasn't I already encouraging and supporting pupils in taking responsibility, self-assessing, making improvements etc? Why was I so surprised/impressed by what I saw? Yet somehow it all seemed to click into place out there. What seems clear to me now cannot have been clear to me then, whatever activities I was undertaking and theory/research I seemed to be understanding. There was a missing link and it's hard to pinpoint exactly what it was. I came back with a clearer vision of what success would look like, what my pupils would be doing if all these strategies had the desired effect. I think it is this vision which was the missing link. It focused me in on the individual and what I wanted to happen to them. It convinced me that it could happen, that pupils could and would engage in learning, take responsibility for progressing their learning, if they were given the opportunity and skills (response-able as well as responsible).

Observation of practice provided the 'missing link' for Rebecca. To make effective linkage though, she had to be able to properly recognise theory in use (Eraut 1994:157) and to do this, her own knowledge and understanding had to be sufficiently developed (Eraut, *ibid.*). This knowledge and understanding, coupled with her apparent disposition to exercise metalearning (Daly and Pachler, 2007:66), appeared to support her in making effective connections.

Her propensity to metalearning was shown when she spoke of the ways in which she had monitored her own learning processes. She had considered and verbalised: what she had, and had not, sufficiently understood; why and how her understandings had developed in the way they had; and then, having synthesised the knowledge gained through these metacognitive processes, she identified what might help her make further progress. Such metacognitive control is essential if teachers are to move beyond immediate and technical levels of reflection (Schon, 1987; Wellington and Austen, 1996). Rebecca found dialogue with and backing from 'like minded' colleagues invaluable for both intellectual and emotional support. As she did on

many occasions throughout her account, Rebecca defined what she meant by the terms she used:

Even just talking it through [with Lucy] reminded me of the successes, rather than getting bogged down by the frustrations. This highlighted to me the HUGE importance of dialogue with and support from like-minded colleagues when we try to implement change. By like-minded, I mean colleagues who believe change is possible, understand what we are trying to do or may also be involved in the same process – preferably voluntarily, so that we all basically have a positive outlook I think peer support is vital to maintain morale and sustain change, as well as enabling change to be more effective as we share ideas/frustrations etc. However, I don't think its importance is sufficiently recognised in CPD, especially by SMT [Senior Management Team].

This fairly comprehensive rationale for professional dialogue with fellow enthusiasts reflected not only what Rebecca believed she gained from the process, but also what she believed her school colleagues might gain by engaging too. Rebecca had sought, recognised and considered others' perspectives, and through this had revealed limitations in her own understanding. She read to further her understanding and then adapted her practice in a way she felt appropriate to the learning she wanted her pupils to achieve. One of her main aims was to encourage and support her pupils to be able and willing to think, reason and problem solve and for them to begin to take responsibility for their own learning in science rather than just recall information. She believed the changes she had made were proving successful, as she said, 'My pupils are having to think more, I know that for a fact.' This 'fact' had been ascertained when she had asked her pupils for feedback on her teaching, the impact on their learning and in what ways they might work together to improve both of these. Rebecca was now committed to promoting sustainable learning but inevitably there were tensions and ones that were not easily resolvable, as she identified:

...and I am not prepared to give up that for some arbitrary 'I am supposed to be through this'. I am suppose to be through this, but at the same time still working in a system where if I get too far behind with classroom equipment, if I get too far behind and they

are not ready for the next test which comes at a set time, then I am disadvantaging them in the summative assessment which will affect their options later, and there are all kinds of system conflicts going on there. But I am more sort of determined to do it anyway because I think it's so important, and I think also I am definitely being more explicit in the way I speak, I think I talk to pupils much more often about learning and about how they are learning and about that sort of assumption that we are trying to improve here, and what the tests are for, and are much more explicit about it, I mean they must get it in their ears almost too much, but I don't know if they are getting it much elsewhere, so I feel it's really important that we just keep stressing that, and using it.

The need for Rebecca to stress that the focus in her classroom was on active learning had become a necessity in her classroom. Rebecca discovered that it is not only teachers who find it difficult to break habitualised classroom behaviours. From early in their schooling, children are socialised into the learning routines and interactions that teachers expect of them (Askew and Lodge, 2000) and Rebecca discovered that they too, find new ways of thinking about learning challenging:

They are reluctant to change, I always think of the times that you are told in social constructivism that we mustn't see children as empty vessels waiting to be filled up, they need to be active but try telling them that! I know that, I know they are not empty vessels waiting for you, but they seem to think they are, because that's probably what they have always grown accustomed to...I just think it is so hard to get them to take even the tiniest little step in this, and if you have got 20 children in front of you, and you are trying to get them to take these little steps, and you can't be on top of them all of the time and get round them all [*pause*] if you had one-to-one with a child for a whole period then I think you would really get somewhere. And that again, is where you just can't do it single handedly, and I am not going to give up, sometimes it's very tempting to.

So pupils too may well have to relearn how to think and respond to teachers (Leat, 1999:391). Rebecca's determination to persevere with what she now believed to be effective teaching was obvious. Without such determination, any initiative that aims

to reconceptualise teachers' and pupils' understanding of learning and teaching is unlikely to make any lasting impact on pedagogy-in-action and taking the apparently easier option (at least in the short term) by resorting to well-established patterns for both teacher and pupils is a temptation to which teachers often succumb (Leat, *op.cit*, p398).

Rebecca realised that, by herself, she was unlikely to be able to support her pupils to reconceptualise learning and teaching. Concern that her pupils may not have been experiencing learning-focussed practice in other classrooms was perhaps one of the reasons why Rebecca set out to support her colleagues' professional learning. Rebecca believed that many of her colleagues had not had sufficient support and time to develop their understanding of AifL in a way that was meaningful to them. Her view was that, although some of her school staff had attended 'training' there needed to be systematic follow-up to allow learning and practice to develop. She advised that:

... it needs to be ongoing, it can't just be teach us and leave it, there needs to be some sort of follow up. I think there needs to be dialogue, not just at the time that you have been told about it, but there needs to be time to get your head around something, and then come back to it again, and there needs to be dialogue at various stages, but definitely once you have tried to do it and that seems to be the missing bit at the moment. [pause] Having said that, when our school piloted WALT and WILF I think it did have that element, I think they went out [pause] they had training and went out, piloted it, and then they came back how is it going, but it was decided that it was a good thing, then the rest of the school was trained up and off we go. But the rest of the school then didn't get the opportunity to come back and discuss it, and how is it going, it was sort of, 'Now we proved this is alright'. But it won't be alright if other staff haven't had that opportunity.

Resonating with the views of the other teachers in this study, Rebecca berated this cascade model for teacher learning as ineffective. One of the problems she discovered was that her colleagues had very different levels of understanding of the strategies that had been handed down from one teacher to another. She spoke of her

concern about colleagues understanding of sharing learning intentions and success criteria (WALT and WILF):

I became aware within my own department that people had very different understandings of what it was meant to be about and how it is meant to be used, and I guess had the benefit of more experience of it from all the reading, module two, and read up a lot on this, and I without sounding arrogant I think I had a bit more understanding of what it was about than some people did, so some colleagues were using it differently, they were using it... using the success criteria as a summary, it wasn't something children could actually assess against in any way, it was just an end of lesson summary....

And, recognising the need for evaluation of the level of understanding actually achieved, she continued:

...we needed some sort of follow up where first of all we would establish that we had actually got the idea.

It would appear that because Rebecca had developed a certain depth of understanding, she was then able to spot when others misunderstood or had developed what Shulman and Shulman aptly refer to as 'lethal mutations' (Shulman and Shulman 2004:262). The practice that was developed by some teachers in Rebecca's department might be classed as 'lethal mutation' because the practice that emerged was far removed from that envisaged by those who originally advocated the use of success criteria (e.g. Black and Wiliam, 1998; Clarke, 2001). What these teachers had created were not success criteria but instead just a lesson summary that had been pre-prepared by the teachers and then presented to the children at the end of the lesson. Instead, to engage the learners actively in the learning process and to develop their metacognitive awareness, pupils were meant to have been involved in the construction of success criteria. Furthermore this process should have taken place at the outset (not at the end) of the lesson or lesson sequence. However, despite the wide adoption of sharing success criteria with pupils, such lethal mutation does not appear to have emerged only in Rebecca's department or school. Similar mutations had apparently occurred across Scotland, as Hayward and Devlin report:

Many teachers made reference to the importance of key strategies in enhancing the learning environment. The most commonly identified strategy was sharing criteria... However, there was a clear indication in most comments that there was a particular interpretation being made of the word 'share'. With few exceptions, teachers indicated that they shared existing learning outcomes with learners. Although some teachers made reference to a more active role for learners, these comments were comparatively few in number (Hayward and Devlin, 2007:30)

In her own school, Rebecca was able to act from a more informed position and sensitively support her colleagues to develop a deeper understanding of the intended learning purposes of sharing success criteria. Her colleagues were willing to learn with and from her. As a result, Rebecca reported that the practice in developing success criteria with pupils across her department developed in a way that, she believed, better represented what was originally intended. Rebecca speculated as to why lethal mutations had emerged in some people's practice but not in others':

Some people would have 'got it' properly from the course, it was the people that understood the point of it. If you didn't understand the point of it then you wouldn't spot that, but if you understood *why* we are doing this, what the point of it is, how it all ties together with the child's learning then it was obvious. So I think again it's the underlying understanding of what we are trying to achieve, the theory, it is not just the thing we are **doing** now. And I am sure they tried to cover that in the training session, but I think sometimes its sort a short timescale, and you are just bashing through, quickly talk through this bit, you haven't got to grips with the point of it, so how do you ensure that people have? [pause] The person running it needs to have understood the point of it, completely. The person or people who are leading it, and there probably does need to be [pause] I think there does need to be some supportive kind of quality assurance. If we are using packs, 'Learning Unlimited' packs, then it's across the council, and they are all bringing this in, and everybody is doing it. Surely somewhere along the line there needs to be some sort of check that people have understood why we are doing it, and what it's actually meant to look like. But at the same time if you start having anyone saying right let's come and

check if you are doing it right, that's not going to be very popular either, make you feel threatened.

Rebecca's observations indicate that the development of lethal mutation in teachers' practice is unlikely to be attributable to one cause. Structure and delivery of the 'training sessions' at which teachers are given the 'packs'; the facilitators' knowledge and understanding of the underpinning educational rationale for the activities to be implemented from 'the pack'; and participants' understanding were all cited by her as important factors. Rebecca posited that her colleagues had not been unwilling to change their practice, but rather that they had been unaware that their interpretation of the strategy might be problematic. They had thought they were doing the 'right thing'. Reminiscing about times she had been unaware of when her practice was less well informed, Rebecca referred to this having been a case of 'unconscious incompetence'.

It is important to add that mutations in practice should not be considered as a negative outcome. Replication is neither desired nor, I would argue, possible. Indeed one of the premises on which pedagogy envisaged for both AifL and Curriculum for Excellence is based is exactly about teachers *adapting* the curriculum and their practices to meet the needs of their particular learners. Innovative, effective adaptations would be welcomed, so long as they remain in alignment with the form of learning envisaged. It is only when practice mutates in a way that may instead have a negative effect on learners' motivation and learning, that mutation becomes problematic. To be able to ascertain teachers' understanding and how practice does *actually* develop in classrooms, Rebecca reasoned that systematic evaluation of the nature and extent of the impact of the CPD on teachers' learning and practice should be conducted. She recognised that people might feel threatened by this. This may well be the case, since this would be likely to be novel practice. This is despite the fact that the need to know the nature and extent of the outcomes of CPD, including impact on teachers' practice and, ultimately, on the pupils they teach has been identified as essential (Guskey, 2000; Goodall et al., 2005). Of course, to be of any value the evaluation process has to be fit for purpose, then understood by its intended audience and actually acted upon if meaningful, sustainable teacher learning is to be achieved.

Teacher learning, and in particular development of their understanding of various purposes and forms of learning and assessment, are crucial to the successful implementation of both the Aifl and the CfE initiatives and of course, ultimately to children and their learning. Accounts from Lucy, Isla and Rebecca have provided an insight into their own experiences of negotiating change.

Their stories illuminated some of the ways in which their contexts at each level (school, LA and national) influenced their learning and practice. However, as Lucy's and Rebecca's accounts, in particular, highlighted, influence is not unidirectional. Illustrating that the dynamic, coevolutionary process of teacher learning was constantly at play, Rebecca's learning and practice was simultaneously affecting and being affected by pupils and colleagues as she both learned from and contributed to, their thinking and practice. The conditions in Rebecca's context allowed her to exercise a leadership role and she was able to effect positive change. Her own disposition to learning and her deep understanding of both pupil and teacher learning appeared to have been significant factors in both process and outcomes. Lucy's and Isla's accounts illuminated some of the ways in which the dynamics of pupil and teacher learning were influenced significantly by individual leaders in the school, which was, to varying degrees, influenced by individual leaders at local authority level.

How individual leaders at each level understood and were able to both professionally and politically negotiate national policy initiatives mattered to the teachers' learning journeying. For Isla, it made the difference between remaining in, or leaving, the profession. Leadership at school and LA level played a significant part in Lucy's learning and practice. Depending on the leaders' understanding of learning, Lucy was either actively encouraged or actively discouraged from practising in ways that she believed to be best for pupil and teacher learning. The leaders Lucy found most supportive in promoting her own and others' learning were those who, like Lucy, understood the importance of process- focussed learning.

Each of these accounts illustrates how, at all levels, leadership is critical. Some of the ways in which individual leaders can influence, and be influenced by, the contexts in

which they work were foregrounded in these stories. Neither positive nor negative outcomes of leadership could be attributed to isolated factors. But what appeared to be vital to success was that whoever adopted a leadership role in learning, be it pupil, teacher, headteacher or local authority official, they had to understand what was involved in different forms of learning and what might have been achieved, or not, when different forms were promoted. At both strategic and operational levels of leadership in teacher learning, leaders need to be leaders-as-learners.

Chapter 7 - Reflection, Conclusion and Discussion

In this final chapter, I reflect upon what might be learned from this study and consider implications for policy, practice and research. I begin by critically reflecting on the research design and its implementation. I then discuss what I have learned from the storied accounts of the Chartered Teachers in this study about becoming and being teachers-as-learners in Scotland today.

Reflection

I set out to orchestrate a co-operative enquiry with the aim of involving the teacher participants at all stages of the research. To a large extent, that is exactly what happened. The teachers were fully consulted and as involved as much they wished or had time to be. There are two reasons why I believe it might be better to class this as a highly consultative venture rather than a fully co-operative one.

The first reason is perhaps the most fundamental one and although I was aware of it from the beginning, I had not expected it to dominate so much. This research was the basis for my doctoral thesis and from the outset it was agreed that I would have responsibility for the collation of data and for writing this thesis. In writing it, I have presented a multi-vocal text (Kirsch, 1999) in the sense that each of the teacher participants' voices and views have been afforded significant space in the three chapters where their data were presented. The teachers' own artefacts were given centre stage during the interview and in the presentation of their accounts, so to some degree the teachers have had a role in the production of this final text. However, it was I who drew on the interview texts to choreograph and produce the voices that appeared on the page, which means it is a single authored text (Kirsch, 1999:68). To be fully co-operative, I believe that what is written should be co-authored. This, however, can still be achieved through co-production of further papers from this research after this thesis is completed.

Secondly, from the outset, the teachers viewed this as *my* research for my thesis, to which they were very happy and willing to contribute. I was rather surprised and somewhat disappointed by this because I was under the impression that we had all understood that, although I was writing this as my doctoral thesis, I would be using it to make public their concerns. I had also shared my belief that the process of creating their accounts would perhaps be beneficial to their own further study. It was, therefore, not until I read the transcripts that certain phrases made me realise the extent to which they viewed the research as belonging to me. The teachers had often referred to it as ‘your research’. There were other indicators. For instance they had said: ‘... is any of this any use to you?’ (Isla); ‘...if there is anything else you need to know, just get in touch’ (Mark). When Lucy created her artefact, she originally felt she was making it for me, rather than for herself, as her slide²⁵ conveys (see figure 7.1). When I spoke with the other participants about this, they too said that their prime motive had been to provide data for my research. Co-ownership of the research had therefore not been fully established. I believe this was also partly due to the fact that, after the initial focus group, we never managed to meet up again as a whole group at any time. The complicated logistics of conducting a more fully co-operative research with nine, full-time working, teachers from across Scotland militated against us. I had tried to organise a whole group meeting on two occasions. The first meeting had to be postponed because so few people could manage. For the second meeting, only five out of the nine were able to attend. In retrospect, I could have been more organised by arranging and agreeing a set of dates at the outset.

Time management has proved to be an issue for me and although I had diligently constructed what I thought to be a realistic research timetable, I came to realise that I had grossly underestimated the volume and intensity of work and the organisation involved. As a novice researcher, this is the first time I have co-created, analysed and presented storied accounts but I have learned much from this experience. I have gained a much more realistic view of how long it takes to analyse lengthy transcripts

²⁵ This is one of Lucy’s three PowerPoint slides she had prepared to show at a presentation that Lucy and I made in a workshop session at the BERA practitioner conference in 2009. At the conference, Lucy spoke about the experience of participation in this research and in particular about the creation and use of her artefact.

using an inductive approach and of the time it actually takes me to then write about each one in a way that I believe does justice to the participants' data.

The writing process was, for me, a consuming, complex and iterative process through which I experienced a full range of emotions from fear and despair to intense enthusiasm and sense of fulfilment. I eventually realised that it was only by engaging intensively in the arduous processes involved that I would learn enough to be able to write the final draft. Producing the final draft was less about understanding how to write a thesis and much more about knowing and understanding enough to do so in a way that might authentically convey the findings of the research in an accessible way. With hindsight, I realise that I was overoptimistic about my ability to achieve this to my satisfaction within the timescales I had set.

Encouraged by the wealth of knowledge gained from researching with the teachers. I would gladly undertake a similar venture again. However, knowing what I now know, I would plan differently either to allow more time for working in this way with nine people or to work with fewer people. Either way, I know I would adhere to the plan in a more informed, and therefore more disciplined way.

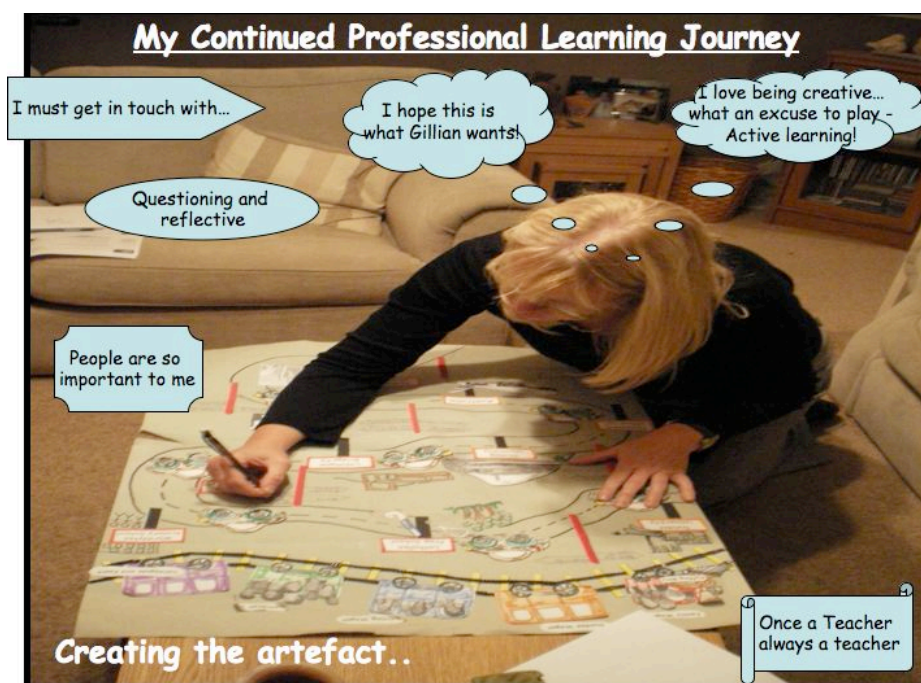


Figure 7.1 Lucy's slide

This is the first of three slides Lucy had created for a presentation where she spoke about the process of creating and using participant created artefacts in research and for professional development.

At the outset of this research, I knew very little about the use of participant-created artefacts for either data creation or CPD purposes, but having learned from the experience in this study, I believe they were certainly fit for the purposes of this research. Combined with the form of interviewing adopted, I believe they allowed the research aim to be met. The artefacts and the dialogue to interrogate them reflexively provided a considerable amount of information about the teachers' learning journeys. My hope that the process would be beneficial to the teachers too was realised. All who produced an artefact prior to the interview believed that the process enhanced their own understanding of how various influences, over time, had impinged on them and brought them to their present position. This was expressed in different ways, for example, when I e-mailed the teachers to ask them about their reflections on their participation in the research, Rebecca wrote:

Writing the artefact and particularly the interview afterwards helped greatly in clarifying my thoughts about my learning journey and what had been important in developing my understanding and practice. It has also encouraged me to be more reflective about the types of CPD I encounter and what constitutes effective CPD to promote teacher development and sustainable change in educational practice (e mail correspondence 17/2/10).

Jennifer wrote:

I found taking part in the research to be yet another stage in my own reflections on my CPD at a time when I was ready and open to reflect. It is always good to have the opportunity and encouragement to focus on your own professional development, tracking your journey so far and thinking to the future. For me, artefacts were a useful way to start the process of beginning to articulate and start to unpick what I was thinking and feeling.

Without setting out to do so, I believe that the teachers and I together have actually gone some way to meeting this challenge set by Salmon and Riessman:

Many experiences cannot be spoken; others are communicated more easily with images. The challenge for narrative research is the development of a set of methods to reflexively interrogate visual data in dialogue with participant's spoken (or written) words. (Salmon and Riessman, 2008:83)

Although I found the process of conducting a fully consultative research challenging in terms of time management, the learning I have achieved as a researcher and as a provider of teacher CPD has been invaluable. With a view to sharing what I believe can be learned from the teachers' accounts, I move to the concluding discussion.

Concluding Discussion

Thematic narrative analysis of teachers' storied accounts of their journeys has illuminated some of the many influences and some of the complexity involved in the journeying. Spanning all three dimensions of time (past, present and future), personal, professional and political influences were detected as having been simultaneously and constantly at play. Having considered the range of influences that mattered to each of these nine teachers, it is perhaps easy to see why Davis *et al.* (2006) suggest that everything matters. The teacher as an individual, the context in which s/he worked, the CPD experienced, the wider political and social context all mattered. The changes in individuals' professional identities and practices were seen to have coevolved as a result of their interaction with the other elements (CPD, school and wider context). This is perhaps not surprising, especially when a socio-cultural view of teacher learning is adopted. But, gathering the storied accounts of teachers, who have become and currently practise as teachers-as-learners, has provided a much more detailed picture of the ways in which they perceive this coevolution to have occurred and with what impact. In light of their lived experiences and with the understanding they now have, the teachers have also reflected upon circumstances that have both facilitated and hampered their progress. Each journey was unique and the many differences have been highlighted and discussed.

It is important never to lose sight of this particularity when planning, implementing and evaluating any CPD strategy. To help identify a starting point from which meaningful learning connections might then be made, the teachers' accounts show that the most important person to understand this particularity and the ways in which it has emerged, is the individual teacher him/herself. It is neither possible nor would it be desirable for others to assume the main responsibility for the identification of each teacher's individual needs. Being a teacher-as-learner means just that, and as the teachers' accounts in this study have indicated, metalearning abilities play a very significant role in the ongoing journey.

Given that it was the teachers' concerns about the current CPD provision for Curriculum for Excellence that instigated this whole study, this discussion concentrates on what can be learned from their accounts about improving that provision. Curriculum for Excellence requires a qualitative change: from teachers as deliverers of a fixed curriculum to teachers as co-designers of their pupils' curriculum. From the outset of this thesis, I have argued that if the pedagogy and learning outcomes envisaged in the Curriculum for Excellence are to be realised, then all Scottish teachers will need to become and be teachers-as-learners. Drawing on both the data created in this study and on some of the expansive, existing literature devoted to consideration of teacher learning, I have indicated that teachers will be more likely to benefit if they experience and engage with CPD that is focussed on deep, transformational learning. At whatever level; national, local authority, school or individual teacher level, the more informed the people and policies are about what is involved in teacher learning, the more chance this vision for teacher and pupil learning will have of coming to fruition.

In relation to both teacher and pupil learning, the teachers in this study identified that their engagement with process-focussed CPD that aimed to explore and develop transformational learning had played a major part in progressing their pedagogical understanding and practice. An important issue they identified was that other than their postgraduate award-bearing study, hardly any of their other experiences of CPD had been process-focussed. Paradoxically, they believed that some other forms of CPD they had encountered had actually militated *against* them becoming and being teachers-as-learners. This is not to claim that forms of CPD other than those that

were focussed on transformational learning, and the processes therein, were not valued by the teachers. This is not the case. The issue that arises appears to be more to do with fitness for purpose. I draw on the teachers' accounts to explain.

CPD: fitness for purpose

The teachers spoke about three forms of CPD and were aware of the different outcomes they had experienced from each. There are of course various other forms of CPD currently available but I only discuss those CPD models that were mentioned by the teachers in this study. I have created a representation of these forms/purposes of CPD. I have employed the visual metaphor of an iceberg to depict depth and perception.

Learning can take many forms. Learning at a surface level only involves assimilation (Pajares 1992) with the result that chosen goals, values, plans and rules are simply operationalised rather than questioned. Much deeper impact on thinking is achieved through deeper, accommodative learning (*ibid.*) because it involves transformation of existing beliefs and understandings. Transformational learning and sustainable change is unlikely to occur without teachers experiencing this depth of learning (Argyris and Schon, 1974; Day, 1999; Mezirow, 2000).

In terms of perception, people often believe that what they have seen is all that exists. Thus it is with teacher learning and CPD. If all teachers have experienced is assimilative learning, they may not be aware of what constitutes deeper forms, or that they even exist. If they have not experienced deeper forms of learning, they may not feel confident in engaging. They will need support to develop the necessary knowledge, understanding and metaskills to enable them to engage in meaningful and productive ways.

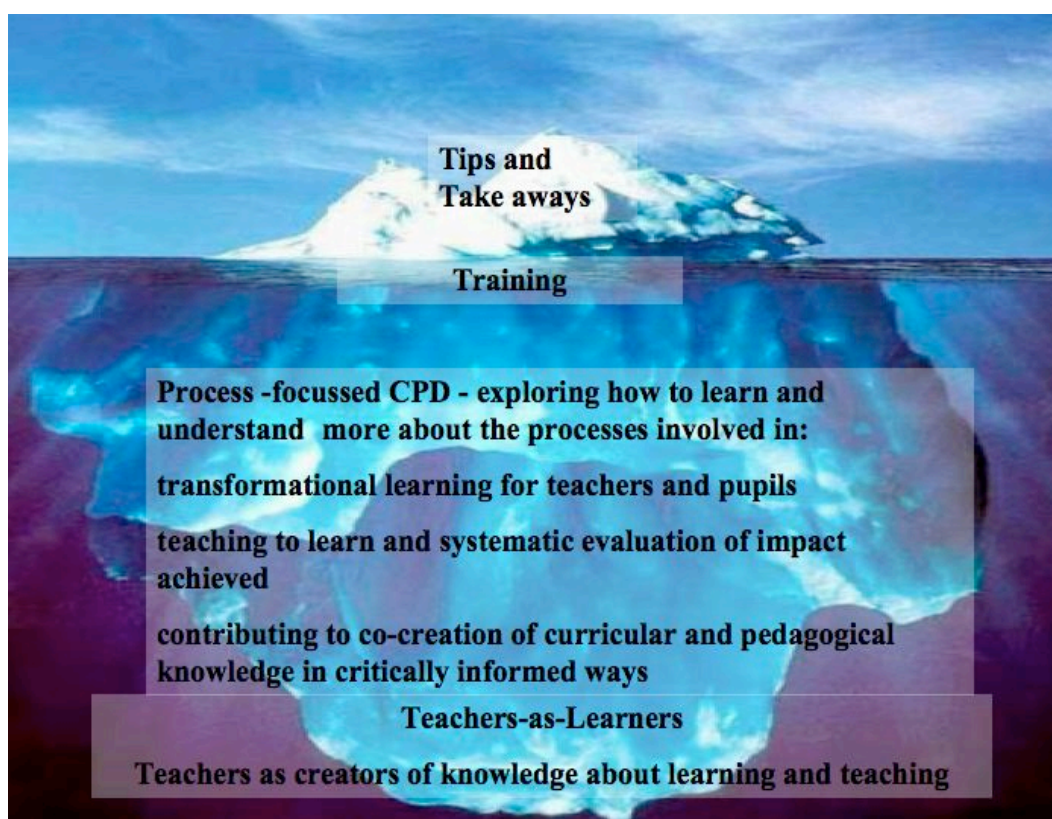


Figure 7.2 ²⁶CPD and relative depths of change

The ‘tips and take-aways’ category is placed at the tip of the iceberg (see figure 7.1) because the teachers perceived this to be the least effective in developing their thinking and understanding. It is recognised to be the most superficial level of teacher learning in that it generally only furthers tacit know-how knowledge (Ovens, 1999:275). Through ‘tips and take-aways’ events the teachers explained that they could share with colleagues to: gain valuable affirmation of their existing practice; copy or adapt teaching approaches; and gather teaching plans and resources for use in the classroom that other teachers had already prepared. According to the national CPD strategy guidance, CPD activity is anything that has progressed, assisted or enhanced a teacher’s professional practice (SE, 2003a: 12) and sharing practice, ideas and resources is currently recognised as an important form of CPD (HMIE, 2009b). The teachers in this study found this kind of CPD assisted them in reducing their own preparation time and in enhancing their bank of ideas for teaching and learning activities. However, the teachers did not believe this type of CPD had been influential in transforming or

²⁶ This image can be found at <http://www.sabercurioso.com/wp-content/iceberg.jpg>

enhancing their understanding of learning and teaching. The teachers reported they had most often experienced this form of CPD and various training sessions. Training is placed on the iceberg at the point where the iceberg begins to disappear into deeper water. This is to indicate that the teachers believed that some of the training they had attended had effected some change in their practice, often in deeper ways than the 'tips and take aways' sharing events had done. The training events they had experienced however were not perceived as having effected transformational change.

The teachers referred to three different forms of training they had encountered. The first form was related to training in legislation and specific protocols, for example in child protection. The second form of training was seen as a vehicle for helping them acquire generic skills for teaching, such as the technical skills related to information technology and computers. The third kind of training identified was to do with policy and direction exerted by people in authority and involved a vertical transfer of knowledge. Ovens (1999: 296) advises that the professional learning involved in this 'authority training' as he called it, is based on a) ensuring that the teachers know that the scheme of work, teaching programme or initiative is to be implemented and b) demonstrating how it could/should be implemented.

Lefstein points out the potential dangers of this form of professional practice and of teachers' uncritical compliance with it:

In addition to telling them what to do, these materials also tell teachers who they are and what is expected of them. The implicit message is that teachers do not need to think about the lesson but merely comply with the prescriptions. This message is reinforced by professional development activities based on demonstration and imitation and accountability mechanisms that monitor compliance. (Lefstein 2005:349)

Lefstein was referring to curriculum initiatives in England but, inculcated by a widespread managerialist view of professionalism and located within a paradigm of instrumental rationality, similar practice has emerged across Scotland. The pressure

to adhere to prescriptive teaching programmes and to attend all ‘authority training’ sessions has probably been felt and succumbed to by many other Scottish teachers, and not just those in this study.

Reluctant to ‘be different’ the teachers in this study had complied with expectations conveyed through authority training. For much of their careers, they had gone along ‘swimming with the crowd’. It was only when they engaged in postgraduate Chartered Teacher study that they began to question what it meant to be professional and to interrogate critically not only their own pedagogical practices but also the practices they believed they were being pressurised to emulate. Shifting from prior preoccupation with teaching and how that should be delivered, the teachers refocused their *modus operandi*. Their prime concern has now become learning (their own and pupils’); the processes involved in that learning; how they might best understand and then develop these processes.

Arguably, one of the greatest challenges teachers have to constantly negotiate is how best to align curriculum, teaching and assessment with the needs of the pupils they teach. The teachers all believed that one of the most important outcomes gained through process-led CPD has been that they now feel they have the necessary knowledge, understanding, skills and the will to identify, question and understand *why* the approach they were adopting or adapting might best meet the needs of learners. Knowing *why* involves being very clear about what form or level of learning and thinking is envisaged and/or required and then, in alignment with the needs of learners, understanding why a particular pedagogical approach might best encourage this (Mercer, 1995, 2000). The teachers now view this knowing and understanding *why* as an integral aspect of their practice and the professional enquiry they undertake to develop it.

In the light of his own development as a teacher-as-learner, Mark identified that ‘knowing why’ was as important to his journeying as the procedural ‘knowing how’. As one of his artefacts he created for this study, he employed the visual metaphor of the DNA spiral to communicate the way in which he experienced and viewed these two strands as both vital and inseparable from each other (see figure 7.2). I have deliberately chosen to introduce this artefact in this concluding chapter because I

believe that, as a powerful visual metaphor, it encapsulates and conveys the way in which all of the participants in this study valued a combination of CPD that cultivated an understanding of *why*, in ways that helped them to better know *how*.

Literally and metaphorically, the conscious synthesis of propositional and indeed ethical knowledge with procedural knowledge was seen as vital to all of the teachers in this study not only to their becoming and being teachers-as-learners but also to significant development in their practice. That this conscious synthesis is vital to effective, informed learning and teaching has been recognised for many years (*e.g.* Stenhouse, 1975; Elliot, 1991; Eraut, 1994; Schratz and Walker, 1995; Day, 1999; Pollard, 2008). Eraut goes as far as to say that the disposition to theorise is the most important quality of a professional teacher, as he explains:

If teachers acquire this disposition they will go on developing their theorizing capacities throughout their teaching careers and will be genuinely self-evaluative and they will continue to search for, and invent and implement new ideas. Without it, they will become prisoners of their early school experience, perhaps the competent teachers of today, almost certainly the ossified teachers of tomorrow (Eraut1994: 71).

The teachers' accounts of their professional learning experiences however beg the question of how well this has been understood by the people who promote and facilitate teacher learning. To support teachers to become teachers-as-learners, all involved will need to develop this disposition to theorise. Those who do take professional responsibility for teacher learning will also need to be able to align provision with outcome in ways that are fit for purpose. For this and one further reason, they will also need to be able to conduct professional enquiry. To be ethical and fit for the intended learning purposes of professional enquiry, specific knowledge understanding and metaskills are required. It requires thoughtful, critically informed engagement throughout the process and therefore cannot be reduced to a set of instructions or activities to be followed and boxes to be ticked. It involves education, not training. If they are to support teachers in cultivating the essential sets of knowledge, understanding and skills, CPD facilitators too need to have a well-developed understanding of what is entailed and of the range of issues

that need to be considered. Without the necessary process-knowledge, understanding and skills the teachers in this study concluded that they would not have been able to engage in the professional enquiry that they now view as vital to their ongoing development and to their contribution to the creation of knowledge about learning and teaching. That they have begun to move from simply being knowledge users to becoming knowledge creators was evident in each of the accounts.

Returning to the issue of levels of CPD and fitness for purpose: if the purpose of the CPD provision is to foster transformational learning and to support teachers to become and be teachers-as-learners, the signal from the teachers' accounts of their own journeying is that high quality, process-focussed CPD is an essential component to enable it to be fit for that purpose. As the teachers concluded, quality matters.

For those teachers who have had little, if any, experience of high quality process-focussed CPD, the question has to be asked about just how able and willing they will feel to engage in the very different, adaptive pedagogical practices that will be required of them to implement Curriculum for Excellence. In each establishment, it will be crucially important for those with responsibility for teacher learning to know what proportion of the teaching force fall into this category. It is perhaps noteworthy that, at an earlier stage in their journeying, the nine teachers in this study all aspired to Chartered Teacher status and yet, at that point, none of them had understood and been able to articulate *why* the pedagogical approaches they adopted would or would not be likely to meet the needs of their pupils. It was the first time since their initial teacher education they had ever been encouraged or asked to do so.

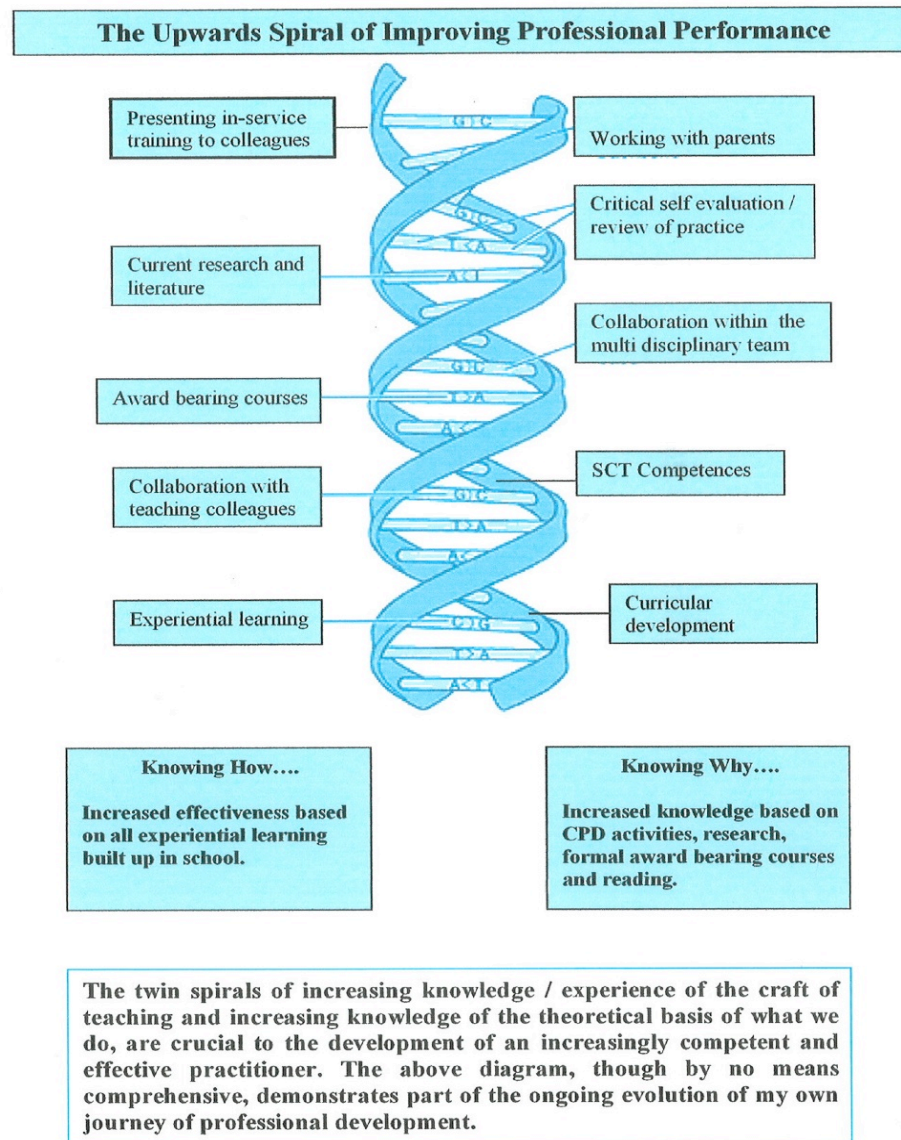


Figure 7.3 Mark – The upwards spiral of improving professional performance

Being proactive, the teachers say they are now much more discerning about the nature and quality of CPD they attend or choose to attend. As the accounts suggest, it is now neither sufficient for, nor acceptable to, these teachers to attend CPD sessions in which they are simply provided with the latest ‘tips and take-aways’ or ‘gadgets and gizmos’ to try out in the classroom. These teachers want to know and understand *why* what is promoted in CPD might progress learning and are now reluctant to accept anything less than an informed rationale for the proposed actions they are being asked or expected to take.

Learning from past and present for the future

It is at this point in this discussion that I wish to look to the future as well as the past and the present. In chapters 4, 5 and 6 I have presented and discussed the teachers’ accounts of their learning journeys. In this chapter I have further considered their views on what, for them constituted meaningful CPD that they believed positively influenced their journeying. To the discerning eye of those who have already developed an informed understanding of teacher learning, from the teachers’ accounts most, if not all, of the suggestions made by this group, on the basis of their own lived experiences, has actually been proposed many times before. Why then have these proposals not manifested into action before now? This is a puzzle yet to fully solved, as O’Brien and Jones observe:

The inability of educators and the public to translate professional development research principles into the reality of schools represents the ultimate ‘dragon at the door’ ... Continued failure to use the professional development knowledge base to guide practice threatens our demise ... For whatever reason, decision makers continue to ignore those aspects of professional development that research and practice have shown to be the critical elements in promoting and sustaining substantive behavior change ...’ (O’Brien and Jones²⁷, 2005:np, quoting from Brown and Moffett,1999:73).

²⁷ O’Brien and Jones’ paper is as yet, unpublished. The reference they gave for this quote is: Brown, J.L. and Moffett, C.A. (1999) *The Hero’s Journey. How educators can transform schools and improve learning*. Alexandria: ASCD

Through storied accounts of their own journeys to becoming and being teachers-as-learners in Scotland today, the teachers in this study have perhaps thrown light on some of the issues. It would appear that a great deal still needs to be achieved at both strategic and operational levels of leadership at *all* levels of the system. People matter. Within each level of the system individual people can and do affect the outcome. Whether at the micro levels of the classroom and of school community, at the meso level of the local authority, or the macro levels of national and global proportions; each and every one of the contexts comprises individual actors who themselves, will have unique personal and professional profiles, which will affect the ways in which they think, interact and operate (Davis *et al.*, 2006; Holstein and Gubrium, 2000). To ignore this would prove perilous, particularly when aiming for the adaptive form of educational change required to realise the aims of Curriculum for Excellence.

Informed by Heifetz and Linsky's work (2002), Fullan (2003:29) discriminates between technical change and adaptive change. Technical change, which is difficult enough to achieve, involves teachers following edict to activate knowledge and skills, the majority of which they already possess. Conversely, adaptive challenges, are much more complex in that they cannot be easily packaged and conveyed in any instantly translatable form. This is because they require negotiation of meaning; experimentation; new discoveries and adjustments from numerous parts of the system. So for teachers to become and be teachers-as-learners who might then successfully develop and implement Curriculum for Excellence, deep, adaptive, systemic change will need to occur. This, however, as Fullan (1991, 1993, 2003; 2005; 2007) has repeatedly advised, will not be achieved by anything less than reculturation throughout the education system.

Reculturation is an intractable process, renowned for its complexity (Davies and Davies, 2005; Hargreaves, 2009). The process will affect and be affected by the personal, social, professional and political dispositions of all those involved individually and collectively, in groups or networks of varying sizes and compositions. The professional attitudes, beliefs, knowledge, understanding and resultant cultural practices of all those involved may need to alter, within and across organisations, because although individual learning does not guarantee

organisational learning, without it: no organisational learning occurs (Senge, 1992:139). Those involved include HMIE, local authority education officials, CPD co-coordinators/facilitators, headteachers, teachers, pupils and parents. Resistance may be strong:

Adaptive change stimulates resistance because it challenges people's habits, beliefs and values. It asks them to take a loss, experience uncertainty, and even express disloyalty to people and cultures. Because adaptive change forces people to question and perhaps redefine their identity, it also challenges their sense of competence. Loss, disloyalty, and feeling incompetent: that's a lot to ask. No wonder people resist (Heifetz and Linsky, 2002, quoted by Fullan, 2003: 34).

The teachers' accounts suggest that they have successfully negotiated adaptive change, and as was evident, it took courage, commitment and determination. Through engaging with CPD that was focussed on transformative learning and that effectively supported them through the processes involved, they developed the process-knowledge, understanding and skills that were essential for them to feel able and confident to practise as teachers-as-learners. But it can neither be forgotten that these teachers elected to undertake postgraduate Chartered Teacher study nor that, when they elected to do so, they did not really know what lay ahead in terms of depth of learning and challenge to their established beliefs and practices. At that time in their journeying, they had been unaware that such process-focussed CPD existed. They engaged. They rose to the intellectual and emotional challenge. They then transformed their own practice and, as catalysts of change, have begun to support others to do so. They have become and continue to practise as teachers-as-learners. At present, however, they still believe they have to 'dare to be different'. They perceive that the set of professional values, knowledge, and depth of understanding they now enact is different to those of many of their colleagues in school and in local authority. They often feel isolated in terms of being able to engage in professional dialogue and debate about learning with other 'like-minded' colleagues. When senior leaders were 'like-minded' being different, in the ways that these teachers were now different, was welcomed.

Hope for the future of learning

Looking at the present and into the future, I believe there is a real opportunity for the dismal record about which O'Brien and Jones commented in 2005 to be finally relegated to history. My optimism is based on three main counts. The first is on account of what exists in terms of infrastructure. The second is based on one recent paper in which well-informed proposals for a national CPD strategy are made (SG, 2009b). The third cause for optimism is in teachers who have become and practise as teachers-as-learners.

At a structural level, there has been considerable progress. According to Collinson *et al.* (2009),

Scotland is seen to be leading the way in some aspects of provision for teacher CPD, namely the induction period for newly qualified teachers; the Master's level diploma study for Scottish Qualification for Headship and Masters' programmes for the achievement of Chartered Teacher status (Boyd, 2005; Collinson *et al.*, 2009; Draper *et al.*, 2004; Menter *et al.*, 2004; OECD, 2005). The establishment of professional standards for teachers and headteachers has also been praised (Collinson *et al.*, 2009; OECD, 2005).

To promote and support systemic change across the whole of the teaching profession in Scotland requires considerable courage, commitment and determination first at a strategic level and then at operational levels. At a strategic level this is exactly what is proposed in one management board discussion paper published by Scottish Government (2009b) in which there are many indications that both teacher learning and the nature and complexity of the challenge ahead is understood. First and foremost it is recognised that adaptive, systemic change is essential and that to activate this change requires both 'top down' and 'bottom up' direction and development (Condie *et al.*, 2005):

A **mixed economy** of approaches to professional development will be required, and the aim will be cultural rather than technical change. Change needs to build from establishments outwards with appropriate support from the centre (SG, 2009b:8).

They place an emphasis on the need for teachers to experience CPD at deep as well as surface levels of learning as implied firstly by presenting ‘**mixed economy**’ in bold print and secondly by advocating reflective enquiry and engagement in postgraduate professional study. That well informed learning and leadership of learning matters at all levels is recognised:

- Effective professional development is evidence-based. It needs to be informed by research and by acknowledged best practice in professional development
- High quality support will be needed to help practitioners to develop their practice.
- It will be crucial for all partners to develop leadership for learning at all levels in their organisations. Senior leaders will need to promote successful professional development and understand how adults learn. They will need support themselves in understanding and implementing best practice in CPD (*op.cit.* p1.)

Interestingly, looking at the membership of this management board there do not appear to have been any Chartered Teachers directly involved with the production of this paper and yet so much of what is proposed there is representative of what the teachers in this study now value.

As this study has highlighted, there is certainly much that can be learned from the accounts of teachers who have become and practise as teachers-as-learners in Scotland today. It is in teachers-as-learners that further and considerable optimism lies. If the teachers in this study are in any way representative of other teachers who have also become teachers-as-learners, then there is considerable promise that the ‘bottom-up’ development envisaged could be both highly productive and effective in realising the pedagogy and learning outcomes envisaged in the Curriculum for Excellence documentation.

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